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U.S. DEPARTMENT OF EDUCATION

**Migrant Education Program
Annual Report:
Eligibility, Participation,
Services (2001–02)
And Achievement
(2002–03)**

**Migrant Education Program
Annual Report: Eligibility, Participation, Services
(2001-02) and Achievement (2002-03)**

PREPARED FOR:

U.S. Department of Education
Policy and Program Studies Service

Submitted by:
Aguirre International
Burlingame, Calif.

2006

This report was produced under U.S. Department of Education Contract No. ED-01-CO-0033/0002 with Aguirre International. Beth Franklin served as the contracting officer's technical representative. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education is intended or should be inferred.

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Contents

List of Exhibits..... v
List of Tables vii
Executive Summary ix

1. Introduction..... 1
 The Migrant Education Program 1

2. Migrant Students, Staffing, and Projects 3
 Eligible Migrant Students 3
 MEP Participants 6
 States With Large Migrant Student Populations..... 7
 Ethnicity, Language Proficiency, and Gender of MEP-Participants 8
 Age Group or Grade of Migrant Children 10
 Migrant Student Participation in MEP Services 12
 Priority for Services 14
 Staffing..... 16
 MEP-Funded Project Sites..... 17

3. Achievement 19

4. National and State Tables 23

5. State Profiles 53

6. 2001-02 Consolidated Reporting Form211

Exhibits

Exhibit 1:	Twelve-Month Counts of Migrant Students (1998-99 Through 2001-02).....	4
Exhibit 2:	Summer- or Intersession-Term Counts of Migrant Students (1998-99 Through 2001-02)	5
Exhibit 3:	Migrant Students in Targeted Assistance and Schoolwide Programs (2001-02).....	6
Exhibit 4:	Counts of MEP Participants (1995-95 Through 2001-02).....	7
Exhibit 5:	States with 15,000 or More Migrant Children (2001-02)	8
Exhibit 6:	Ethnicity of MEP Participants (2001-02).....	9
Exhibit 7:	Limited English Proficiency Program Participants as a Part of the Unduplicated Total (1998-99 Through 2001-02)	10
Exhibit 8:	Regular-Term Migrant Student Participation by Grade Span (1998-99 and 2001-02)	11
Exhibit 9:	Summer- or Intersession-Term Migrant Student Participation by Grade Span (1998-99 and 2001-02).....	12
Exhibit 10:	Instructional Services Received by Migrant Students by Term (2001-02).....	13
Exhibit 11:	Support Services Received by Migrant Students by Term (2001-02)	14
Exhibit 12:	Regular-Term “Priority for Services” (1998-99 Through 2001-02).....	15
Exhibit 13:	Summer- or Intersession-Term “Priority for Services” (1998-99 Through 2001-02)	15
Exhibit 14:	MEP Staffing by Job Category (2001-02)	17
Exhibit 15:	MEP-Funded Projects (2001-02)	18
Exhibit 16:	Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Third-Grade Reading on State Assessments (2002-03).....	19
Exhibit 17:	Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Third-Grade Mathematics on State Assessments (2002-03).....	20
Exhibit 18:	Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Tenth-Grade Reading on State Assessments (2002-03).....	21
Exhibit 19:	Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Tenth-Grade Mathematics on State Assessments (2002-03).....	22

Tables

Table 1:	Migrant Education Program Child Count for Funding Purposes by State (2001-02).....	24
Table 2:	Migrant Education Program Participation by Year (1984-85 Through 2001-02).....	25
Table 3:	Migrant Education Program Participants by Race or Ethnicity (1998-99 Through 2001-02).....	26
Table 4:	Migrant Education Program Participants (Unduplicated) by State (1998-99 Through 2001-02).....	27
Table 5:	Migrant Education Program Regular-Term Participants by State (1998-99 Through 2001-02).....	28
Table 6:	Migrant Education Program Summer- or Intersession-Term Participants By State (1998-99 Through 2001-02).....	29
Table 7:	Total Schoolwide Enrollment, Schoolwide Sites, and Percent of Schoolwide Enrollment by State (2001-02).....	30
Table 8:	Migrant Education Program Regular-Term Participants by Grade Span (1998-99 Through 2001-02).....	31
Table 9:	Migrant Education Program Regular-Term Participants by Service Type (1998-99 Through 2001-02).....	32
Table 10:	Migrant Education Program Regular-Term Participants by Service Type (1984-85 Through 2001-02).....	33
Table 11:	Regular-Term Full-Time Equivalent Staff Funded by the Title I Migrant Education Program (1998-99 Through 2001-02).....	34
Table 12:	Migrant Education Program Regular-Term Participants by Grade Span And State (2001-02).....	35
Table 13:	Migrant Education Program Regular-Term Participation by Service Type (Instructional) and State (2001-02).....	36
Table 14:	Migrant Education Program Regular-Term Participation by Service Type (Support) and State (2001-02).....	37
Table 15:	Migrant Education Program Number of Regular-Term FTE Days and FTE Counts of Instructional and Noninstructional Staff (2001-02).....	38
Table 16:	Migrant Education Program Total Number of Regular-Term FTE Staff By State (1998-99 Through 2001-02).....	39
Table 17:	Migrant Education Program Summer- or Intersession-Term Participants By Grade Span (1998-99 Through 2001-02).....	40
Table 18:	Migrant Education Program Summer- or Intersession-Term Participants By Service Type (1998-99 Through 2001-02).....	41
Table 19:	Migrant Education Program Summer- or Intersession-Term Participants By Service Type (1984-85 Through 2001-02).....	42
Table 20:	Summer- or Intersession-Term, Full-Time Equivalent Staff Funded by The Title I Migrant Education Program (1998-99 Through 2001-02) ..	43
Table 21:	Migrant Education Program Summer- or Intersession-Term Participants By Grade Span and State (2001-02).....	44
Table 22:	Migrant Education Program Summer- or Intersession-Term Participation By Service Type (Instructional) and State (2001-02).....	45

Table 23: Migrant Education Program Summer- or Intersession-Term Participation By Service Type (Support) and State (2001-02).....	46
Table 24: Migrant Education Program Number of Summer- or Intersession-Term FTE Days and FTE Counts of Instructional and Noninstructional Staff (2001-02).....	47
Table 25: Migrant Education Program Total Number of Summer- or Intersession-Term FTE Staff by State (1998-99 Through 2001-02) ...	48
Table 26: Migrant Education Program Projects (1999-2000 Through 2001-02)	49
Table 27: Title I Migrant Education Program Project Types by State (2001-02)	50
Table 28: Percentage of All Students and Migrant Students at or Above Proficient On State Assessments (2002-03)	51

Executive Summary

In addition to overcoming the obstacles of poverty, poor nutrition and a lack of health care, migrant children and youths in the United States face difficulties transferring records between schools, overcoming language and cultural barriers and succeeding in school despite social isolation.

To respond to the needs of migrant children and youths, the Migrant Education Program (MEP) was authorized under Part C of Title I of the 1965 *Elementary and Secondary Education Act*. The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

This report provides information from the Consolidated State Performance Report (CSPR) about migrant children and youths who were eligible and who participated in MEP-funded services during 2001-02. It also provides comparison data from schools years 1998-99 through 2000-01. Finally, it discusses the academic achievement of migrant students in 2002-03 (the most recent year for which data is available). This data is also available through the CSPR.

Migrant Children and Youths

- **The population of eligible migrant children and youths aged 3-21 grew by 11 percent between 1998-99 and 2001-02 (12-month count).**
- **The unduplicated count of migrant students served in 2001-02 is 767,472.** There were 645,952 migrant students in the regular term and 403,523 in the summer or intersession term. California, Texas, and Florida accounted for 53 percent of the total regular-term migrant population and 64 percent of the summer- or intersession-term population.
- **The majority of migrant children and youths receiving services were Hispanic (89 percent) and more than half are male (53 percent).** The Hispanic population grew 3 percent from 86 percent in 1998-99 to 89 percent in 2001-02.
- **The number of migrant students that have limited English proficiency has also grown.** In 1998-99 there were 151,513 (22 percent) migrant children designated as LEP. In 2001-02 that figure had grown to 261,583 (34 percent).
- **The out-of-school youth population served by the program is growing,** although the majority of migrant students could be found in elementary school. Out-of-school youths made up 9 percent of the regular-term population served in 2001-02 (up 3 percent in the past three years), while elementary school age children comprised 43 percent of the population.

- **In 2001-02, 60 percent of migrant students in the summer or intersession term and 30 percent in the regular term received reading or language arts assistance.** Forty-seven percent during the summer or intersession term and 19 percent during the regular term received mathematics assistance.
- **The number of students who are designated as “priority for services” has steadily increased by 33 percent between the three school years 1998-99 and 2001-02.** The number rose from 242,138 in 1998-99 to 322,703 in 2001-02 (during the regular term). The summer- or intersession-term population increased by 49 percent over the same period of time. Priority for services students are students whose schooling has been interrupted and who are failing or at risk of failing to meet state standards.
- **Seventy-four percent of the migrant children enrolled in Title I, Part A, schools were enrolled in schoolwide programs and 26 percent were enrolled in targeted assistance programs.**

MEP-Funded Staffing

- **There has been an increase in staffing in both the regular and summer- or intersession terms.** From 1998-99 to 2001-02 regular-term staffing increased by 20 percent and summer- or intersession-term staffing increased by 12 percent.
- **Teachers, bilingual teachers, and teacher aides accounted for a higher percentage of staff for the summer- or intersession term (66 percent) than for the regular term (46 percent).**
- **Of noninstructional staff, recruiters and nonclerical support staff accounted for more staffing units than other job categories—recruiters made up 24 percent of the regular-term noninstructional total and nonclerical support staff accounted for 19 percent of the summer- or intersession-term total.**

MEP-Funded Projects

- **Migrant project sites were much more likely to offer services during the regular term (84 percent) than the summer or intersession term (47 percent).** More than half (53 percent) of sites offered services only during the regular term, and 31 percent offered services during both regular and summer or intersession terms. Summer- or intersession-term only programs accounted for 16 percent of project sites.
- **Extended-time approaches such as before- and after-school or weekend programs were offered in just over one-fourth (27 percent) of regular-term project sites.** Regular-term only projects have decreased 2 percent from 6,051 in 1998-99 to 5,938 in 2001-02. Summer- or intersession-term only programs increased 3 percent from 13 percent in the previous year to 16 percent in 2001-02.

Achievement

- **Migrant students lagged behind other students in third-grade and tenth-grade reading and mathematics achievement on state assessments in 2002-03.**
 - In the 43 states reporting third-grade reading assessment results for migrant students, 23 states (53 percent) showed a gap of 25 percentage points or greater between migrant students and all students in the percentage of students considered proficient (as defined by each state). In the 44 states reporting proficiency scores in third-grade mathematics, the achievement gap in 12 states (27 percent) was 25 percentage points or greater.
 - Of the 43 states reporting 10th-grade reading results on state assessments, 26 states (60 percent) had a gap of 25 percentage points or greater between migrant students and all students in the percentage of students considered proficient. Of the 41 states reporting 10th-grade math results, 22 states (54 percent) had a gap of 25 percentage points or greater between migrant students and all students in the percentage of students considered proficient.

Introduction

The purpose of this report is to provide information about migrant children and youths based on information submitted by states to the Department of Education through the Consolidated State Performance Reports. National and state trends are discussed for the years 1998-99 through 2001-02 for the participation data and 2002-03 for the achievement data. The report is divided into two sections. The first section provides a national view of children and youths who are eligible for and benefit from Migrant Education Program (MEP) services. The second part of the report presents state profiles summarizing information on MEP services and participants, including student achievement, in each state.

The Migrant Education Program

The Migrant Education Program (MEP) is designed to respond to the needs of migrant children and youths. The program's goal is to support migrant students to reach challenging academic standards so that they will graduate with a high school diploma (or equivalent) and are prepared to be responsible citizens, continue learning, and obtain productive employment. The MEP was created in 1966 under Title I, Part C, of the 1965 *Elementary and Secondary Education Act* and has been amended, most recently in 2001 through the *No Child Left Behind Act*. The purposes of the MEP, as defined in Section 1301 of the *ESEA*, are to:

- Support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.
- Ensure that migrant children are provided with the appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.
- Ensure that migrant children benefit from state and local systemic reforms.

The MEP provides state education agencies with funding to establish or improve programs of education for migratory children through a formula that is based on each state's per-pupil expenditure and counts of migratory children between the ages of 3 and 21 years old. According to the statute, a migratory child is defined as a child under 22 years of age: who is a migrant agricultural worker or fisher or who has a parent, spouse, or guardian who is a migratory agricultural worker, who has moved across school district boundaries within the previous 36 months either on his or her own, to join or with his or her migrant parents, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work.

Migrant Students, Staffing, and Projects

This section discusses eligible and participating migrant children, MEP staffing, and the types of sites that serve migrant children and youths.

Eligible Migrant Students

Students who are eligible to receive MEP funded services are defined as those children of migratory workers who have, within the last 36 months, moved across school district boundaries in order to obtain temporary or seasonal employment in agriculture or fishing. The MEP categorizes migrant children and youths in two ways and provides funding based on these two counts. The two categories or counts used for funding purposes are the 12-month count and the summer- or intersession-term count. Regarding the 12-month count of migrant children, eligible students are students from 3 to 21 years of age, who within three years of making a qualifying move, resided in the state for one or more days from Sept. 1 to Aug. 31 of the reporting year, in this case 2001-02. The 12-month count excludes participants who are not counted for funding purposes, including:

- (1) Children ages 0 through 2 years of age.
- (2) Students served in the year after their period of eligibility has expired when other services are not available to meet their needs.
- (3) Previously eligible secondary-school students who are receiving credit accrual services.

The population of migrant children and youths in the United States continues to grow. In 2001-02, a total of 872,732 migrant students were eligible for MEP support based on the 12-month count. The total number of migrant students eligible for MEP support rose by 11 percent over a three-year period, from 783,867 to 872,732 in 2001-02 (based on the 12-month count).

Exhibit 1: Twelve-Month Counts of Migrant Students (1998-99 Through 2001-02)

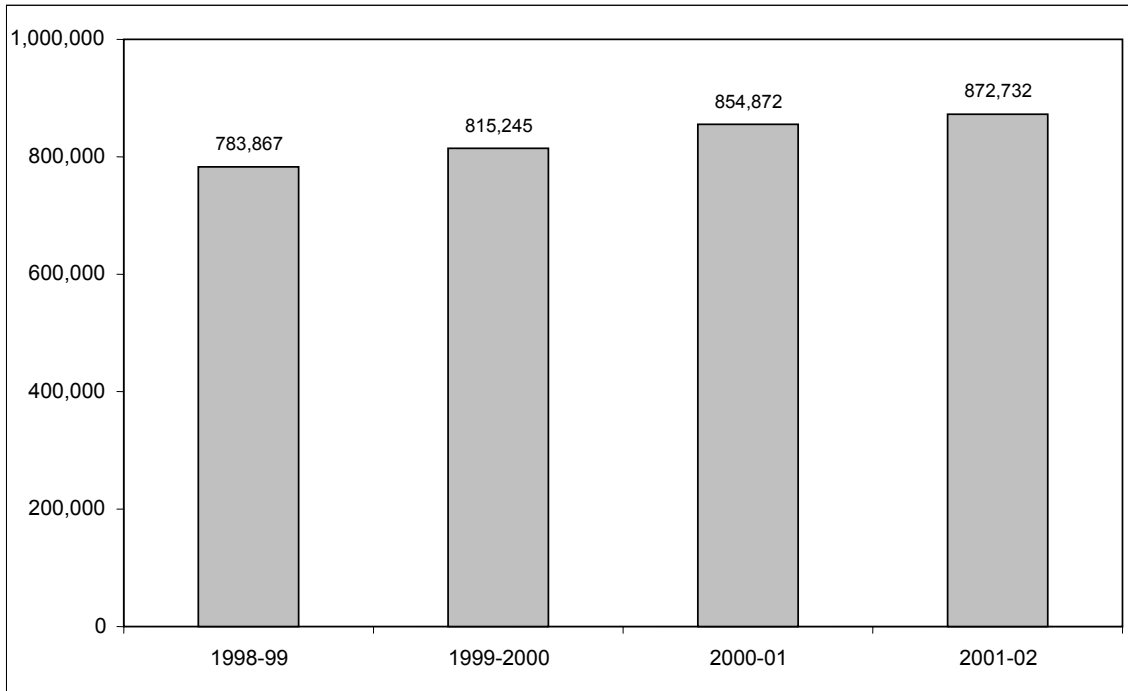


Exhibit reads: There were 783,867 eligible migrant students in 1998-99 according to the 12-month count.

The summer- or intersession-term count is based on the unduplicated number of eligible migrant children. An eligible child is counted if he or she was served in either the traditional summer- or year-round school intersession programs at least once. The summer- or intersession-term count shows a greater growth trend than the 12-month count. In 1998-99, there were 311,914 migrant children and youths participants eligible for funding purposes. In 2001-02 that number had increased 25 percent to 390,747 migrant children and youths. Exhibit 1 and Exhibit 2 show the increase in the migrant population over the past four years; based on the 12-month count and the summer- or intersession-term count of migrant students, the numbers of migrant students has shown an increase.

**Exhibit 2: Summer- or Intersession-Term Counts of Migrant Students
(1998-99 Through 2001-02)**

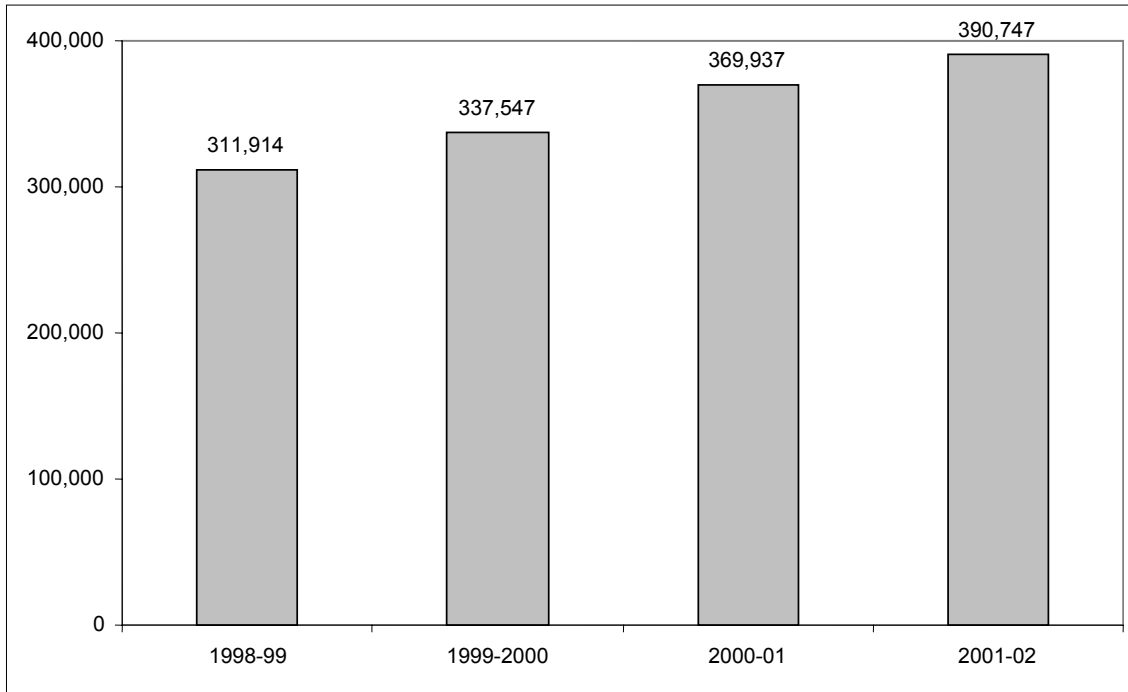


Exhibit reads: There were 311,914 eligible migrant students in 1998-99 according to the summer- or intersession-term count.

Schoolwide and Targeted Assistance Programs

Title I funds support schoolwide programs and targeted assistance programs. A schoolwide program upgrades the entire instructional program for the whole school, and, therefore, supports services to all students in the school. A targeted assistance program provides Title I services to those students and those students only who are determined to be at greatest risk of failing or have failed to meet state standards. Local education agencies use Title I funds for services targeted to eligible students with greatest need in targeted assistance projects. Targeted assistance projects served 26 percent of migrant students while schoolwide programs served 74 percent of migrant students (Exhibit 3).

Exhibit 3: Migrant Students in Targeted Assistance and Schoolwide Programs (2001-02)

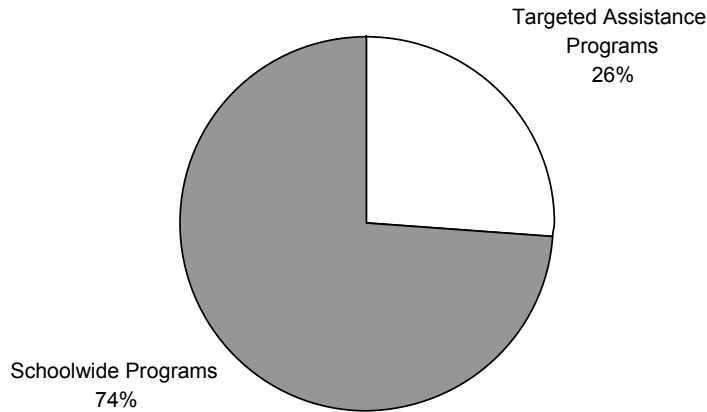


Exhibit reads: Seventy-four percent of migrant students were served in schoolwide programs in 2001-02.

MEP Participants

Migrant children and youths participating in MEP-funded programs are counted based on the number of them reported in each state by the ethnicity and gender categories in Consolidated State Performance Reports. The participant count is unduplicated at the state level. However, duplication is possible at the national level because migrant students by definition can and do move across state lines. Because a child could be served during the regular term and the summer or intersession term, the unduplicated count is not based on term.

In 2001-02, states served an estimated 767,472 migrant students (Exhibit 4). In 1998-99, approximately 682,090 migrant students were served. Thus, from 1998-99 to 2001-02 the unduplicated count of migrant students served increased 13 percent.

According to term type there were 645,952 migrant students served during the regular-term and 403,523 served during the summer or intersession term in 2001-02. There has been a steady increase in the unduplicated counts of MEP participants from 1995-96 through 2001-02.

Exhibit 4: Counts of MEP Participants (1995-95 Through 2001-02)

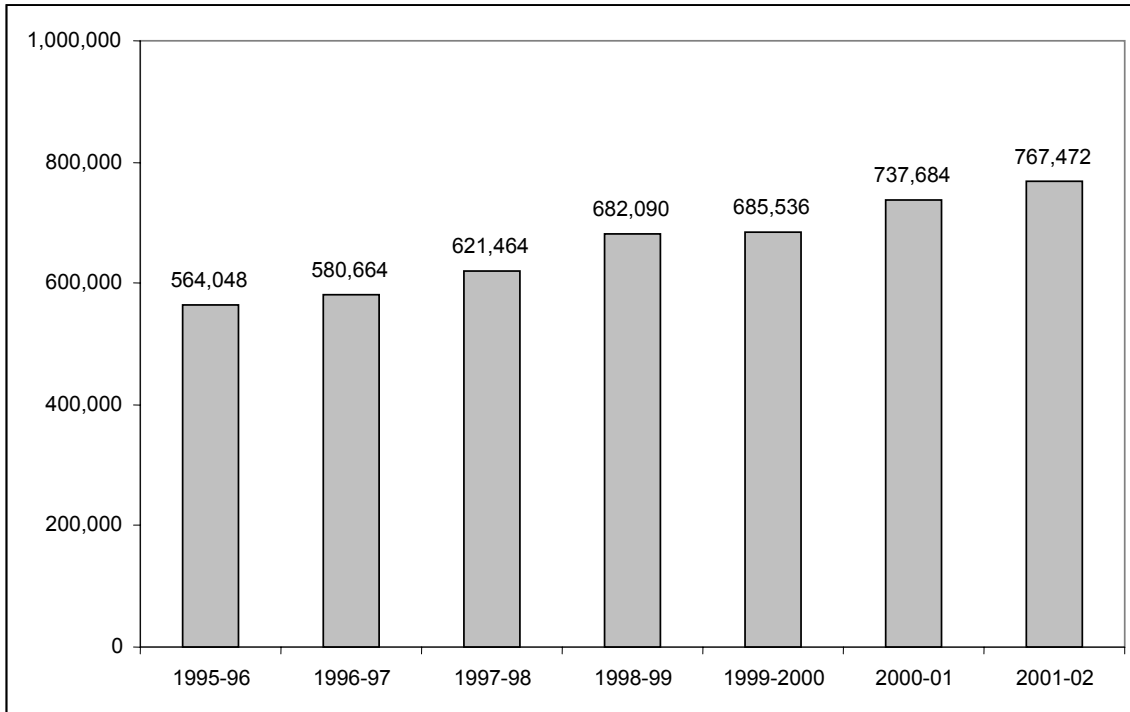


Exhibit reads: There were 564,048 unduplicated counts of migrant students participating in MEP-funded services in 1995-96.

States With Large Migrant Student Populations

States that have the greatest proportion of MEP-eligible populations also tend to have the greatest number of migrant children and youth MEP participants. Migrant children and youths are concentrated in a few states around the country. California, Texas, and Florida accounted for 53 percent of the total regular-term migrant population and 64 percent of the summer- or intersession-term population in 2001-02.

Twelve states each had more than 15,000 eligible migrant students. Exhibit 5 shows the states and the number of eligible migrant students along with the unduplicated counts of migrant students. Along with California, Texas, and Florida, Washington (5 percent) and Oregon (3 percent) topped the list of states with the most eligible numbers of migrant children.

Exhibit 5: States with 15,000 or More Migrant Children (2001-02)

State	12-Month Count of Eligible Migrant Children ¹	Unduplicated Count of MEP Participants
California	276,140	223,414
Texas	138,176	156,100
Florida	53,108	58,065
Washington	40,904	29,164
Oregon	28,929	28,929
Georgia	23,980	19,032
Kansas	21,765	14,322
Colorado	18,426	18,965
Arizona	18,368	15,313
North Carolina	17,468	12,776
Pennsylvania	16,228	16,815
Kentucky	15,950	14,357

Exhibit reads: There are 276,140 migrant children in California according to the 12-month count of children eligible for funding purposes.

Ethnicity, Language Proficiency, and Gender of MEP-Participants

The ethnicity, language proficiency, and gender of migrant children in MEP-funded programs are fairly predictable. The majority of MEP-funded participants were categorized as Hispanic. Eighty-nine percent of MEP participants are Hispanic, while 6 percent are considered white (non-Hispanic), 2 percent are Asian or Pacific Islander, another 2 percent are black (non-Hispanic), and 1 percent of the MEP participant population is American Indian or Alaska Native (Exhibit 6). Over time, the “Hispanic” group has grown in relation to the other groups. For example, in 1998-99, the Hispanic group made up 86 percent of the MEP participant population while the “white, not Hispanic” group made up 8 percent. Three years later, the Hispanic group had increased proportionally (from 86 to 89 percent) while the white group had decreased (from 8 to 6 percent).

¹ The 12-month count does not include migrant children under 3 years old and students continuing beyond their eligibility. However, the unduplicated count includes these children.

Exhibit 6: Ethnicity of MEP Participants (2001-02)

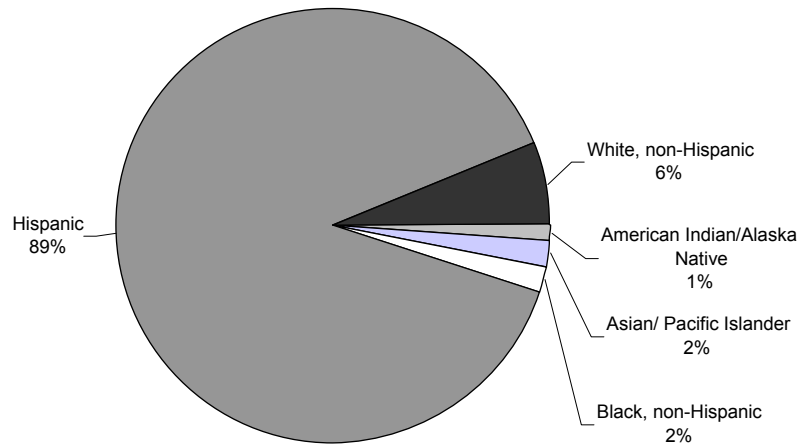


Exhibit reads: Hispanic children and youths accounted for 89 percent of MEP participants.

The group of migrant children and youths designated as having limited English proficiency (LEP) has also grown. In 1998-99, there were 151,513 (22 percent) migrant children designated LEP. In 2001-02, that figure had grown to 261,583 (34 percent). The population of LEP migrant students has increased in relation to the unduplicated total number of migrant students (Exhibit 7).

Exhibit 7: Limited English Proficiency Program Participants as a Part of the Unduplicated Total (1998-99 Through 2001-02)

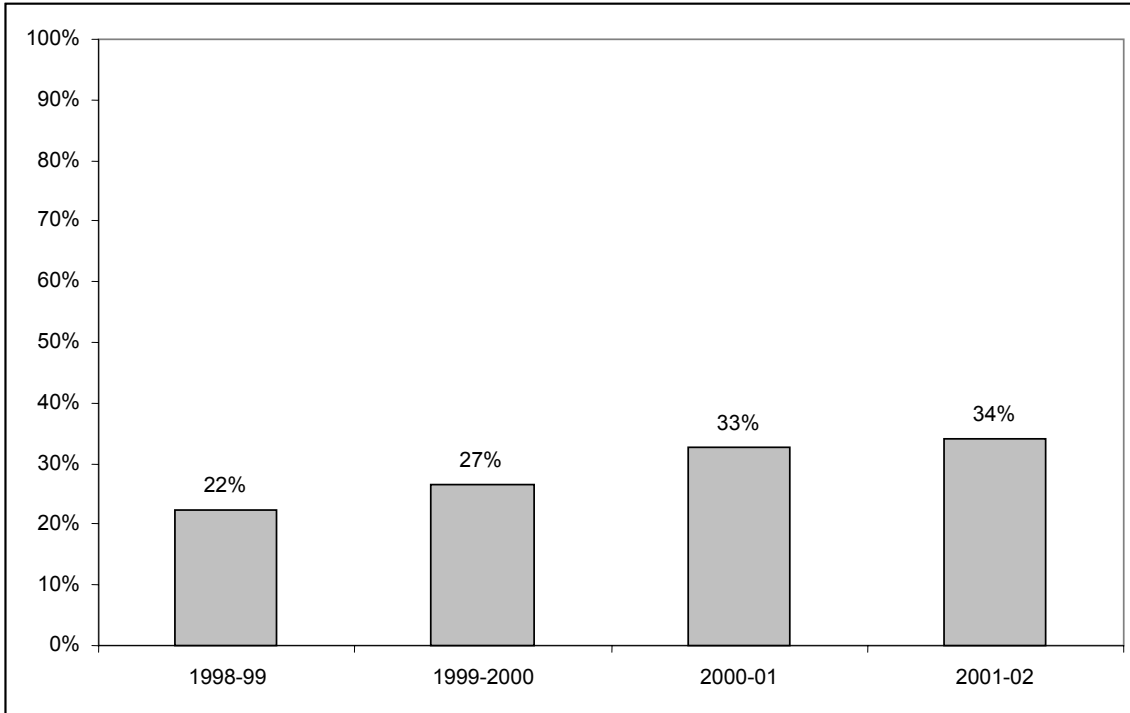


Exhibit reads: The percentage migrant students who have limited English proficiency increased from 22 percent in 1998-99 to 34 percent in 2001-02.

While ethnicity and LEP status has changed over time, gender has remained fairly constant. Just over half the population is male (53 percent) and just under half is female (47 percent). The gender split across states is basically the same with slightly more males than females reflected in the MEP participant population in each state with the exceptions of Delaware; Washington, D.C.; North Dakota; and Rhode Island. These states have slightly more females than males.

Age Group or Grade of Migrant Children

Overall, there are more regular-term participants than summer- or intersession-term participants across age and grade categories. However, the increase in participation in summer or intersession term is greater than the increase in participation during the regular term. For example, in 1998-99, the overall regular-term count of students served was 572,690, and in 2001-02, the count had increased 13 percent to 645,952. Over the same period, summer- or intersession-term participation increased 27 percent from 318,415 to 403,523. So, participation in both terms is increasing with the summer or intersession term adding students at a faster pace than the regular term.

Migrant children who participated in MEP-funded programs either during the regular term or during the summer or intersession term were most often in elementary school (in first

through sixth grade) as Exhibits 8 and 9 show. While the four-year trend from 1998-99 to 2001-02 is showing steady growth for young children (Birth-K), elementary (Grades 1-6) and secondary (Grades 7-12) school-age students; the “other” category which includes students not assigned to a grade level (ungraded) and out-of-school migrant youths is growing at a greater pace in the regular term and the summer or intersession term.

Exhibit 8: Regular-Term Migrant Student Participation by Grade Span (1998-99 and 2001-02)

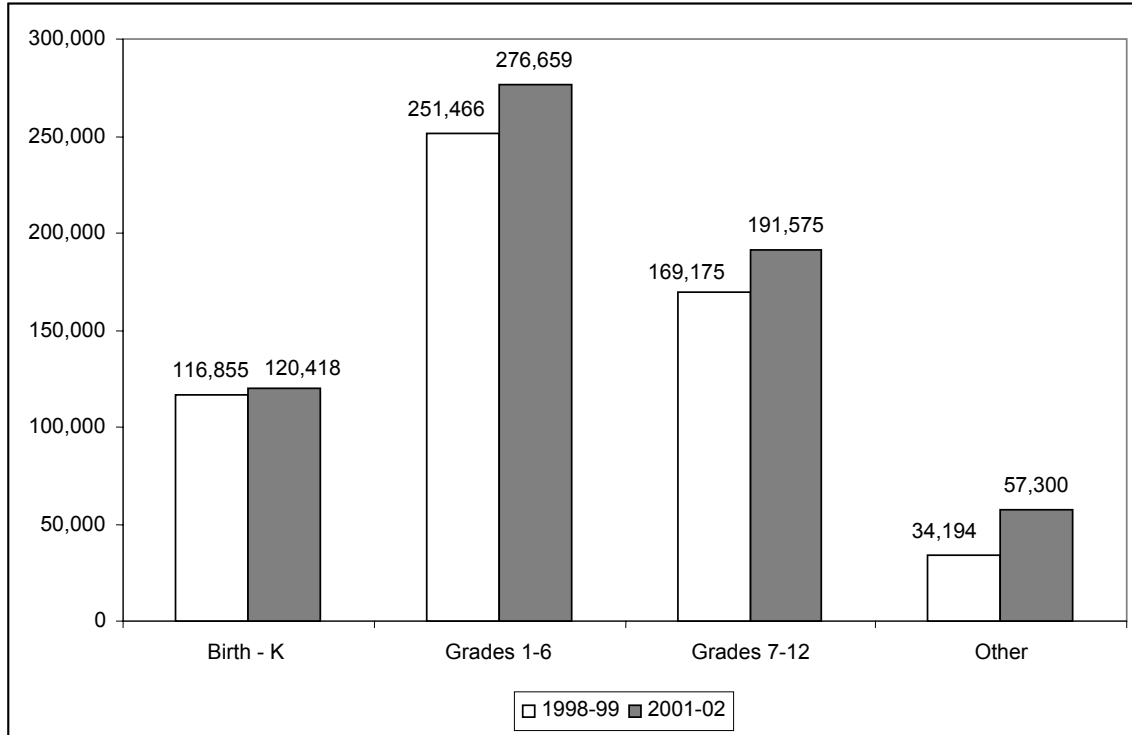


Exhibit reads: There were 116,855 migrant student participants from birth through kindergarten in the 1998-99 regular term.

Exhibit 9: Summer- or Intersession-Term Migrant Student Participation by Grade Span (1998-99 and 2001-02)

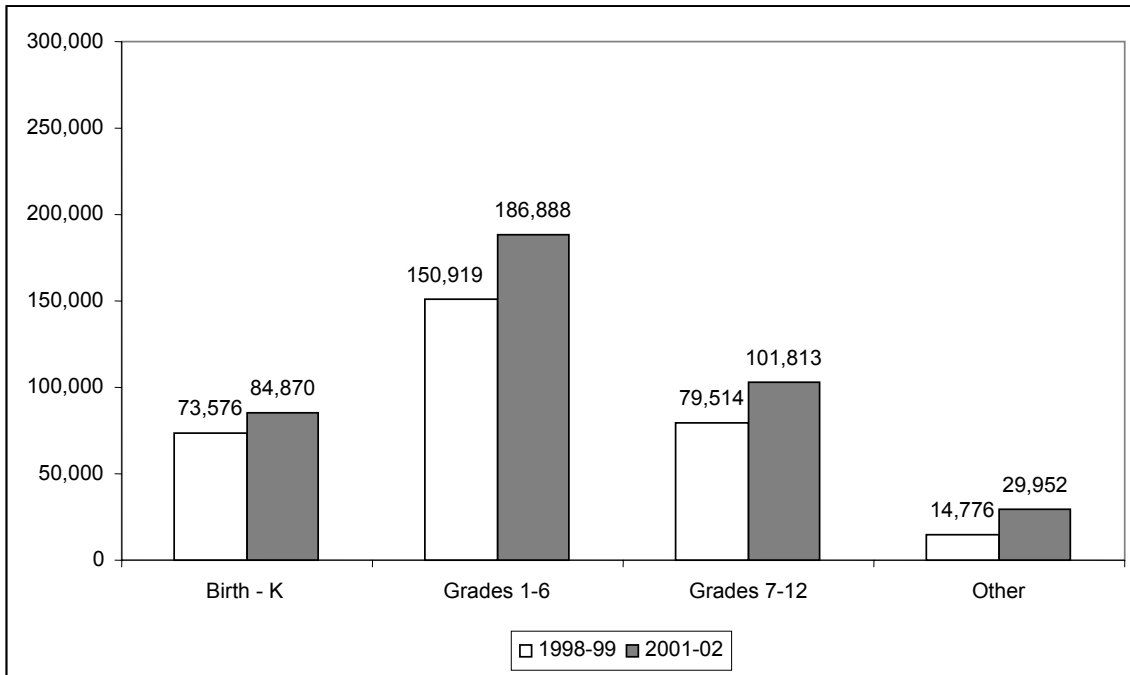


Exhibit reads: There were 73,576 migrant student participants from birth through kindergarten in the 1998-99 summer or intersession term.

Migrant Student Participation in MEP Services

Migrant children and youths have opportunities to receive instructional and support services through the Migrant Education Program during both the regular term and the summer or intersession term. Students received instructional services in the academic areas of reading or language arts, English language instruction, mathematics, social studies, science, and vocational or career services. They received support services in the areas of guidance, social work, health, and transportation as well as other support services. Many migrant students received services regarding literacy during the regular term. For example, 30 percent of migrant students received reading or language arts assistance and 14 percent received English language instruction (Exhibit 10). A large group (19 percent) also received mathematics assistance. The proportions of students receiving services during the summer or intersession term differed from participation during the regular term. A greater proportion of students in summer or intersession term received reading or language arts instruction (60 percent). Also a greater percentage received mathematics instruction (47 percent compared with 19 percent during the regular term). Migrant students also received support services during the regular and the summer or intersession terms. Of support services received during the regular term, 55 percent of migrant children received social work services and 21 percent received guidance services, while during the summer or

intersession term 49 percent received social work services and 22 percent received guidance services (Exhibit 11).

Exhibit 10: Instructional Services Received by Migrant Students by Term (2001-02)

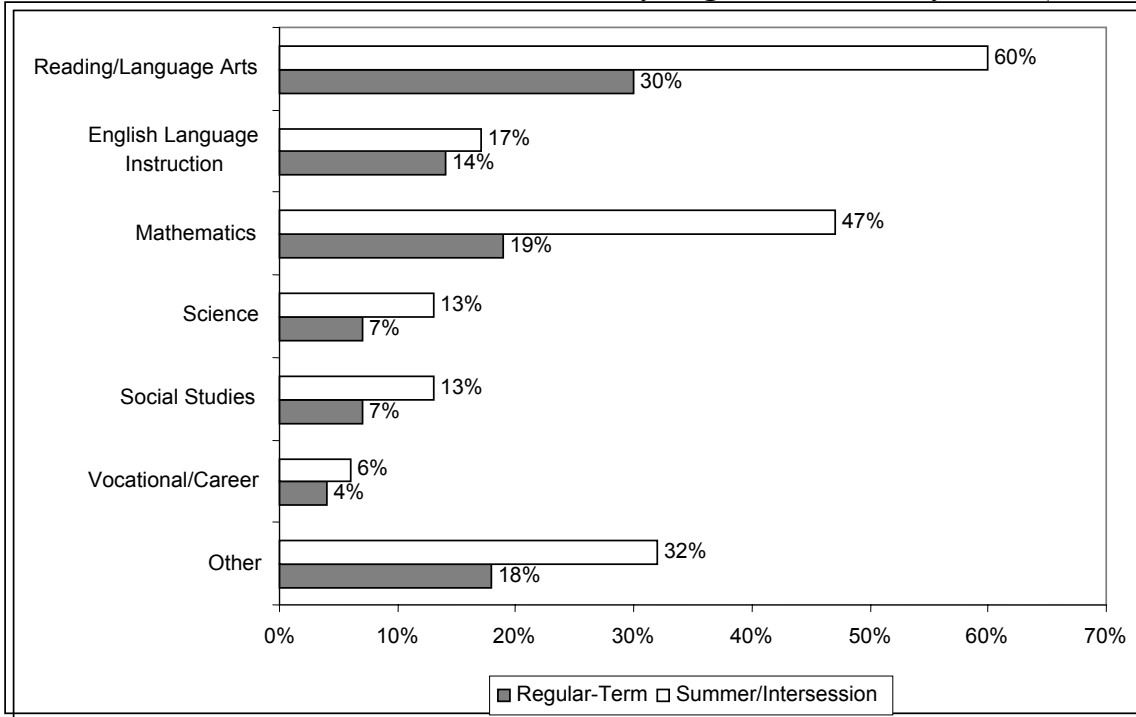


Exhibit reads: Sixty percent of migrant students during the summer or intersession term and 30 percent of regular-term participants in 2001-02 received reading or language arts instruction.

Exhibit 11: Support Services Received by Migrant Students by Term (2001-02)

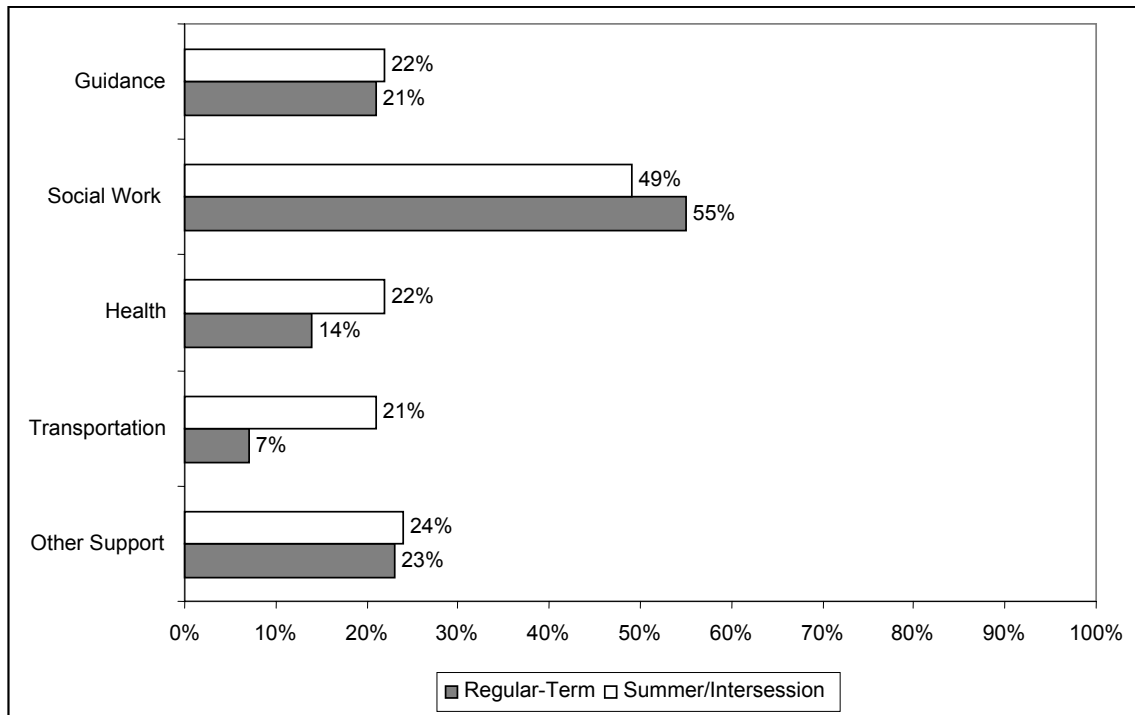


Exhibit reads: Twenty-two percent of summer- or intersession-term participants and 21 percent of regular-term participants received guidance assistance during 2001-02.

Priority for Services

Migrant students can qualify as having a “priority for services” (Section 1304d) and receive MEP-sponsored services. They can qualify if their education has been interrupted and their state determines that they are failing or most at risk of failing to meet state standards. The number of regular-term students who are designated as “priority for services” has steadily increased 33 percent from 242,138 in 1998-99 to 322,703 in 2001-02 (Exhibit 12).

Exhibit 12: Regular-Term “Priority for Services” (1998-99 Through 2001-02)

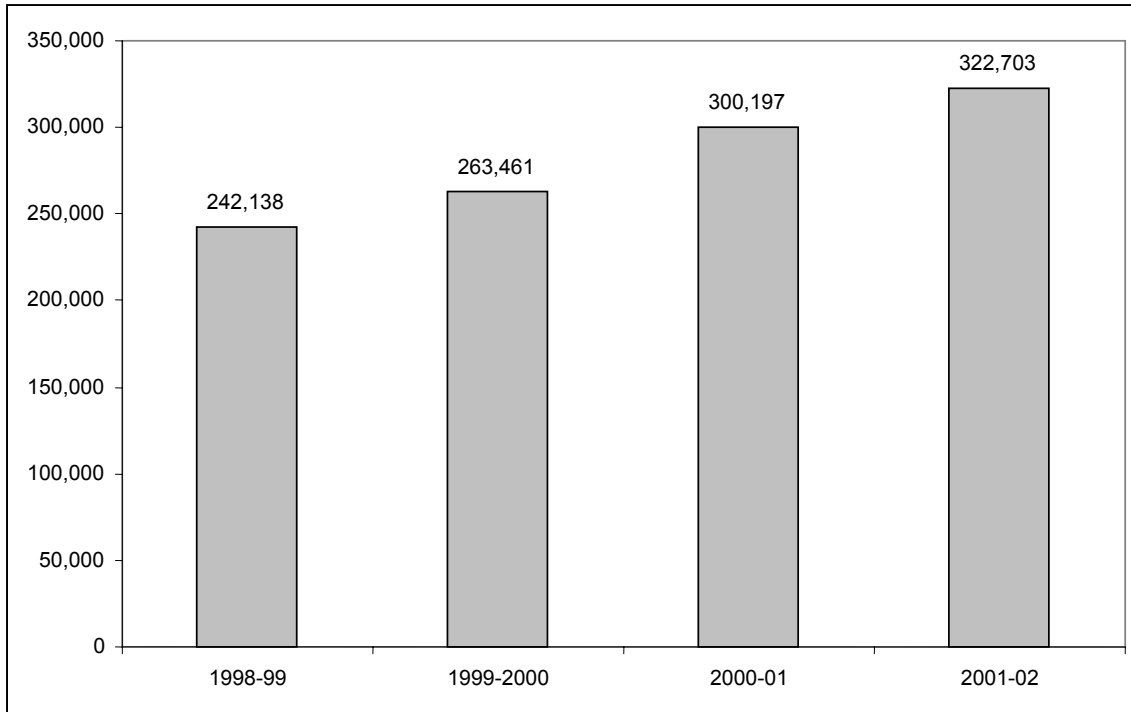


Exhibit reads: There were 242,138 migrant students served during the regular term who have a priority for services.

Exhibit 13: Summer- or Intersession-Term “Priority for Services” (1998-99 Through 2001-02)

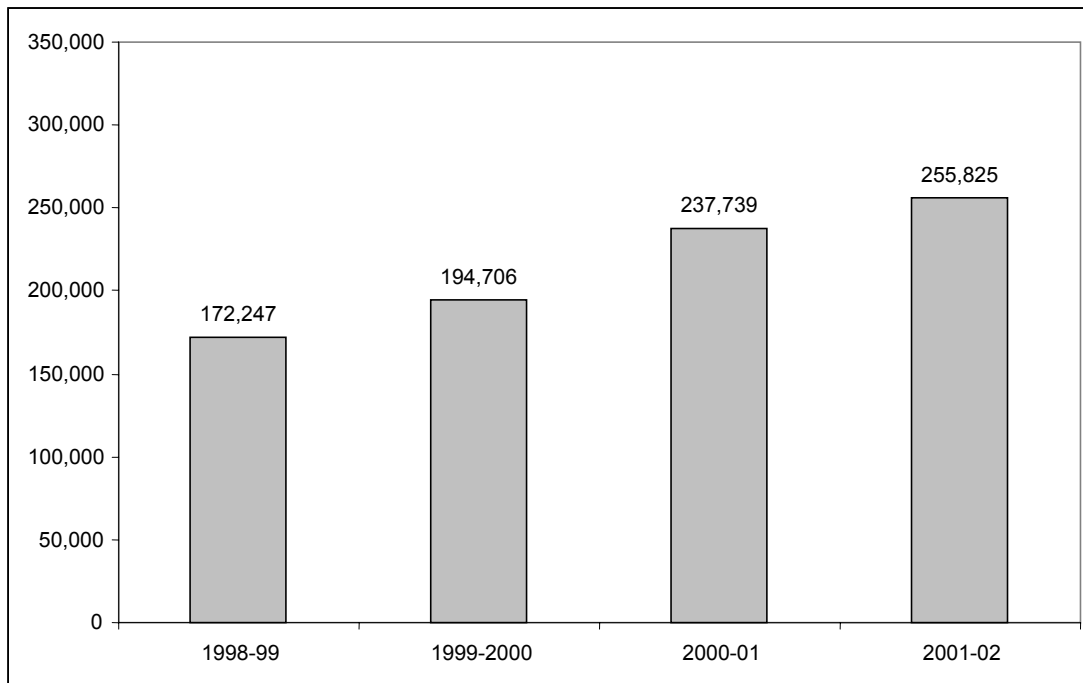


Exhibit reads: There were 172,247 migrant students served during the summer or intersession term who have a priority for services.

The summer- or intersession-term priority for services trend is similar to the one observed for the regular-term.

Migrant children and youths are also allowed to receive services after their eligibility ends through a continuation of services provision (Section 1304e), which allows for the continuation of services for up to one year for children whose MEP eligibility has ended. In comparison to students qualifying for services under the priority for services provision (Section 1304d), the numbers of students qualifying for services under the continuation of services provision (Section 1304e) are quite small. For example, in 2001-02, there were 8,551 migrant students who were served under the continuation of services provision, which is about 3 percent of the students who qualified because their schooling had been interrupted due to mobility and were failing or at risk of failing state standards. However, over time, the children qualifying for a continuation of services in the regular term has more than doubled from 3,165 in 1998-99 to 8,551 in 2001-02. The number of summer- or intersession-term migrant students increased 49 percent from 1,832 in 1998-99 to 2,740 in 2001-02.

Staffing

MEP provides resources to support a variety of staffing positions, both instructional and noninstructional. Instructional staff includes teachers, bilingual teachers, and teacher aides. Noninstructional staffing includes job categories from administrators to recruiters to clerical support staff. Full-time equivalent (FTE) units for all staffing in 2001-02 totaled 9,422, which is a 20 percent rise from 1998-99.

Instructional staff accounted for almost half (46 percent) of the staffing for the regular term. However, the proportion of instructional staff has decreased relative to noninstructional staff from 52 percent of all staff in 2000-01 to 46 percent in 2001-02.

Over time, the staffing-to-student ratios have been similar. During the 2001-02 regular term, the staff to student ratio was 1:69, and in 1998-99, the ratio was 1:73. During the summer or intersession term in 2001-02, the staff to student ratio was 1:28, and in 1998-99, the ratio was 1:25.

Exhibit 14: MEP Staffing by Job Category (2001-02)

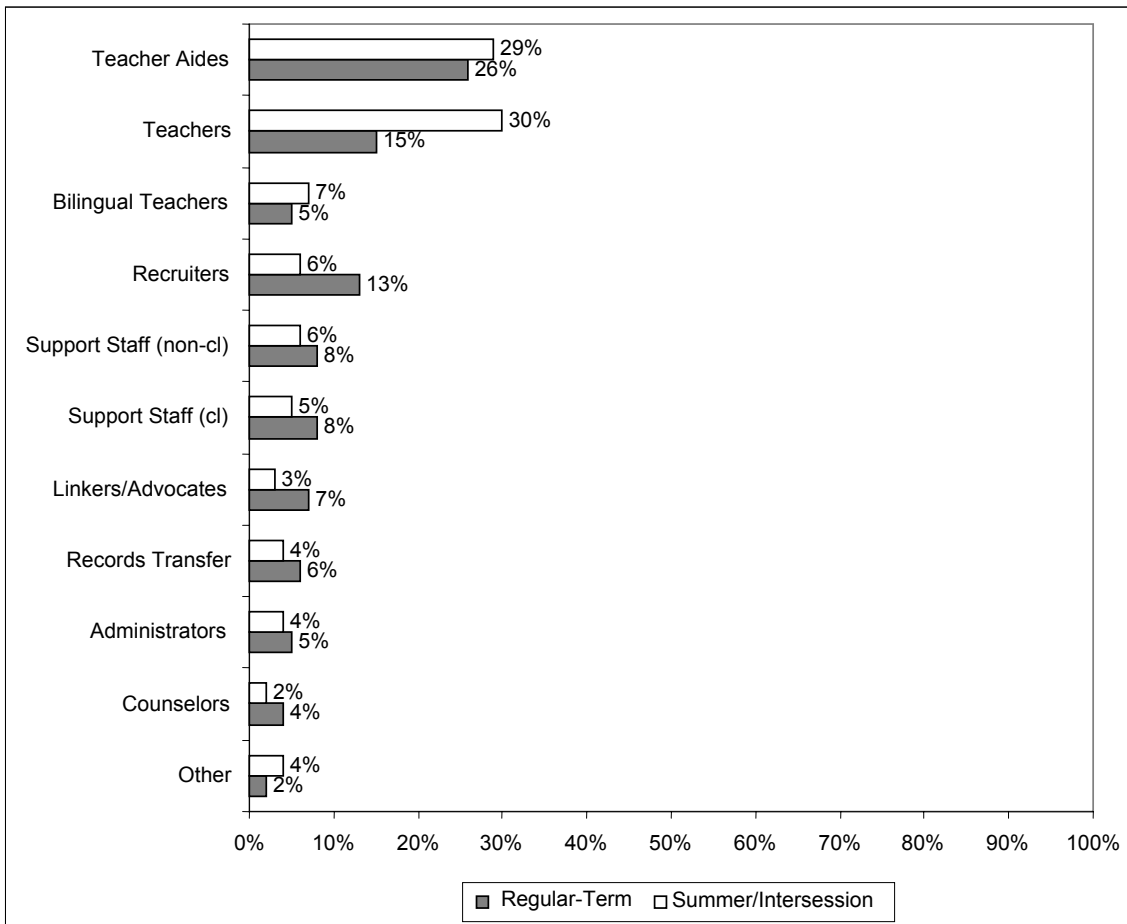


Exhibit reads: Teacher aides made up 29 percent of the summer or intersession term and 26 percent of regular-term staff total nationally.

Summer- or intersession-term instructional staff accounted for 66 percent of the total staff compared with regular-term instructional staff, which accounted for 46 percent. However, the trend of slightly decreasing proportion of instructional staff is true for summer or intersession term just as it is for regular-term instructional staff, from 69 percent in 2000-01 to 66 percent in 2001-02. Teachers accounted for the largest proportion of staff at 30 percent during the summer or intersession term (Exhibit 14).

MEP-Funded Project Sites

MEP-funded projects are categorized as regular-term only, summer- or intersession-term only, and multiterm. Projects were much more likely to offer services during the regular term than the summer or intersession term. Over half (53 percent) of sites offered services only during the regular term, and 31 percent offered services during both regular and summer or intersession terms (Exhibit 15). Summer- or intersession-term only programs accounted for 16 percent of project sites, but this number increased (3 percent) from 13 percent in the previous year.

Exhibit 15: MEP-Funded Projects (2001-02)

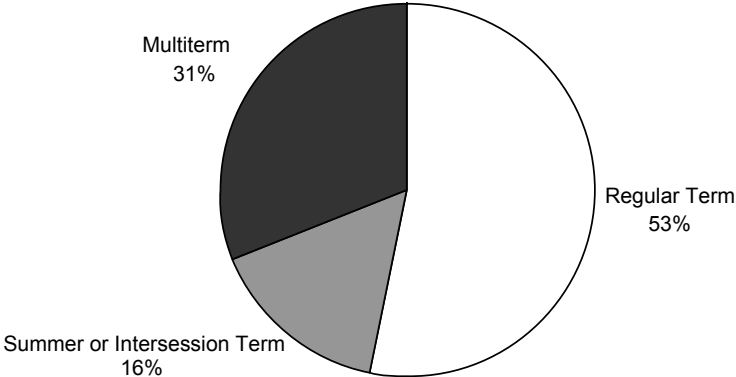


Exhibit reads: Fifty-three percent of MEP-funded sites in 2001-02 were regular-term sites.

Extended-time programs were offered in just over one-fourth (27 percent) of regular-term project sites. Extended-time project sites provide services to migrant children and youths before or after school, on weekends, or during other nonschool time. In 2001-02, 23 states offered regular-term extended-time project sites, which is about the same as the previous year, when 25 states offered them.

Achievement

States and territories also must submit student achievement data to the Department of Education through the Consolidated State Performance Reports. Although student achievement across states and territories cannot be compared directly because states and territories do not all use the same assessments, achievement gaps between migrant students and all students can be reported by state and territory.

Achievement Gaps in 2002-03

As exhibits 16 and 17 show, most states show an achievement gap² where a small percentage of migrant students scored proficient in third-grade school reading and mathematics on state assessments (than all students tested). Forty-three states and territories provided information regarding the elementary school reading achievement of migrant students on state assessments. Of those, 23 states (53 percent) showed a gap of 25 percentage points or greater in reading proficiency scores between migrant students and all students. Massachusetts showed the greatest achievement gap (43 percentage points), while the District of Columbia exhibited the lowest. In fact, migrant students scored 3 percentage points above all students in the District of Columbia in elementary school reading in 2002-03.

Exhibit 16: Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Third-Grade Reading on State Assessments (2002-03)

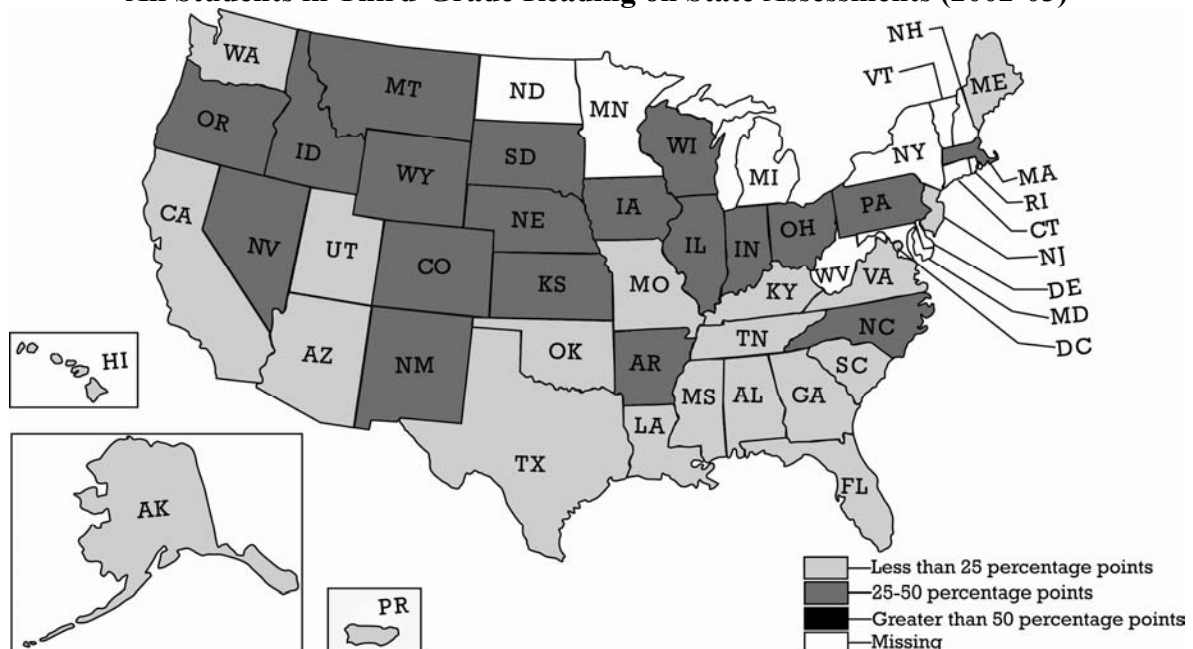


Exhibit reads: Of states reporting achievement results for migrant students, the reading achievement gap in percent proficient between third-grade migrant students and all students in 20 states and territories was less than 25 percentage points.

² See Exhibit 50 in the appendix for achievement information by state.

In general, migrant students scored lower on mathematics assessments than all students on state assessments. Forty-four out of 52 states or territories provided elementary school mathematics achievement information for both migrant students and all students. The achievement gap between the percentage of all students and migrant students achieving proficiency in 12 states was 25 percentage points or greater. Wisconsin, with a gap of 39 percentage points, showed the greatest gap in elementary school mathematics achievement between migrant students and students. Migrant students in Mississippi scored 3 percentage points higher than all students in the state in elementary school math.

Exhibit 17: Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Third-Grade Mathematics on State Assessments (2002-03)

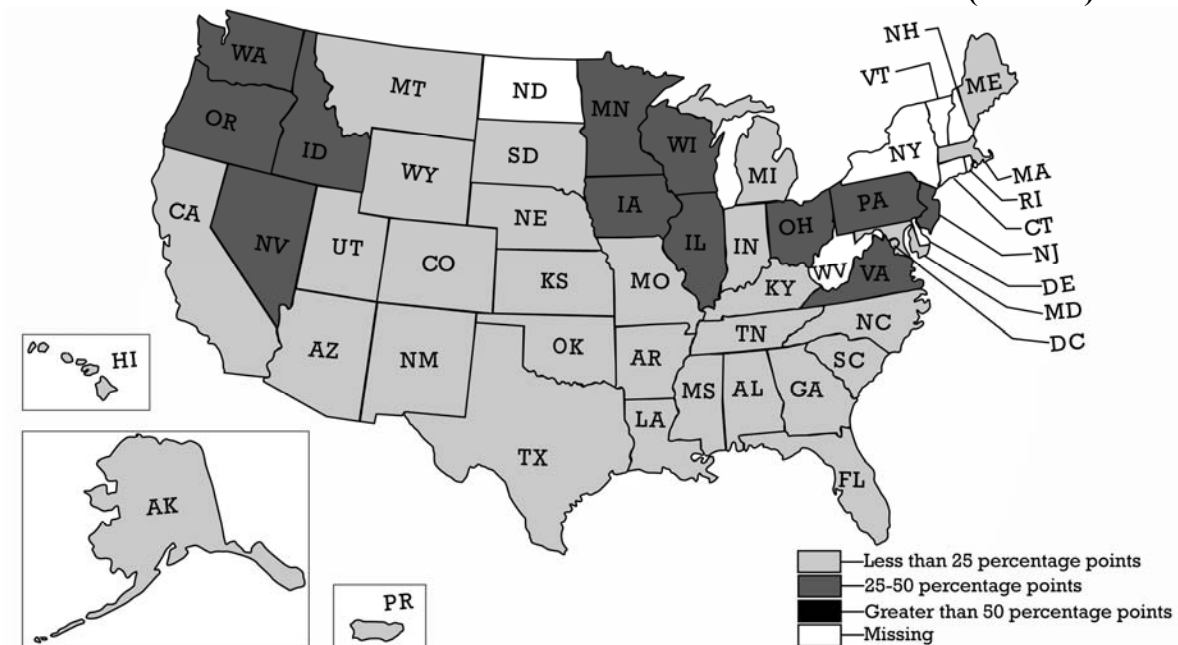


Exhibit reads: Of states reporting achievement results for migrant students, the mathematics achievement gap in percent proficient between third-grade migrant students and all schools in 32 states was less than 25 percentage points.

In 2002-03, forty-two states or territories reported information in tenth-grade reading and 41 states or territories on tenth-grade mathematics data on state assessments. As exhibits 18 and 19 show, gaps in the percent proficient in tenth-grade reading and mathematics vary. Migrant students in the District of Columbia and Mississippi scored 10 and 3 percentage points higher in percent proficiency, respectively, on tenth-grade reading achievement than all students in the state, while Iowa showed the largest gap of 51 percentage points between migrant students (26 percent) and all students (77 percent). Migrant students in Mississippi and Tennessee scored 19 and 17 percentage points higher in proficiency, respectively, in tenth-grade mathematics than all students in those states. Colorado, Illinois, Iowa, and Wisconsin each showed a 42-percentage point difference between migrant students and all students in secondary school mathematics.

Migrant students performed better on mathematics assessments than reading assessments. More states had achievement gaps over 25 percentage points between the percentage of all students and migrant students achieving proficiency in third-grade and tenth-grade reading versus math (24 versus 12 for third grade and 27 versus 19 for tenth grade). This is not surprising considering the number of English language learners that make up the migrant student population.

Exhibit 18: Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Tenth-Grade Reading on State Assessments (2002-03)

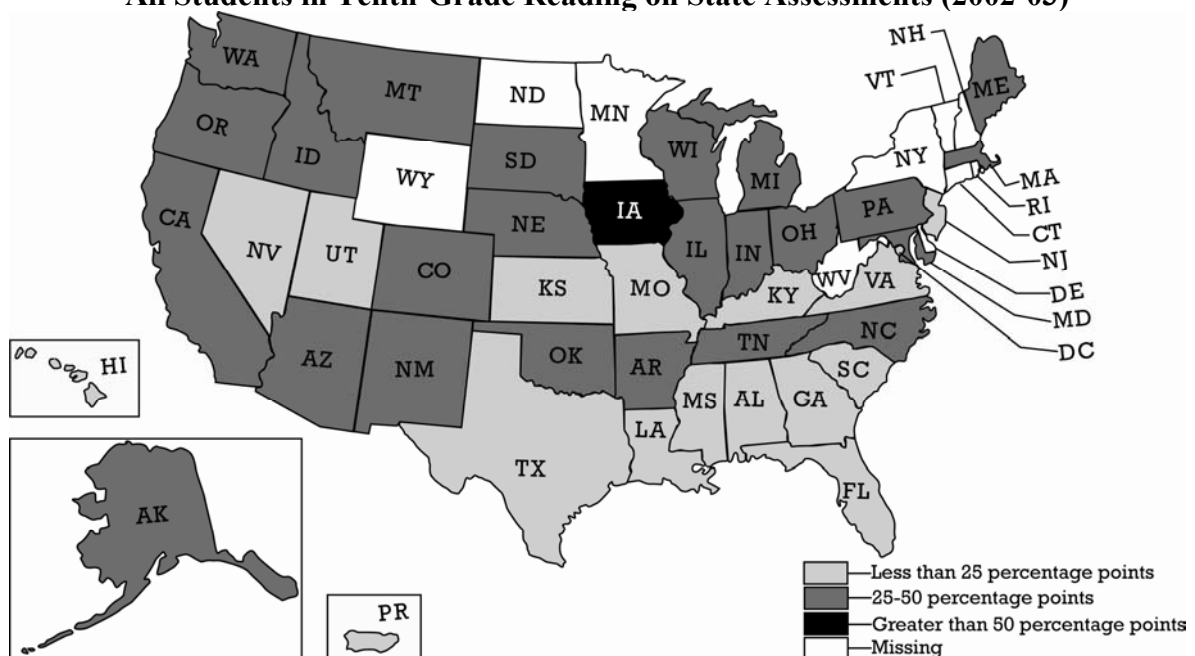


Exhibit reads: Of states or territories reporting achievement results for migrant students, the reading achievement gap in percent proficient between tenth-grade migrant students and all students in 17 states or territories was less than 25 percentage points.

Exhibit 19: Achievement Gaps in Percent Proficient Between Migrant Students and All Students in Tenth-Grade Mathematics on State Assessments (2002-03)

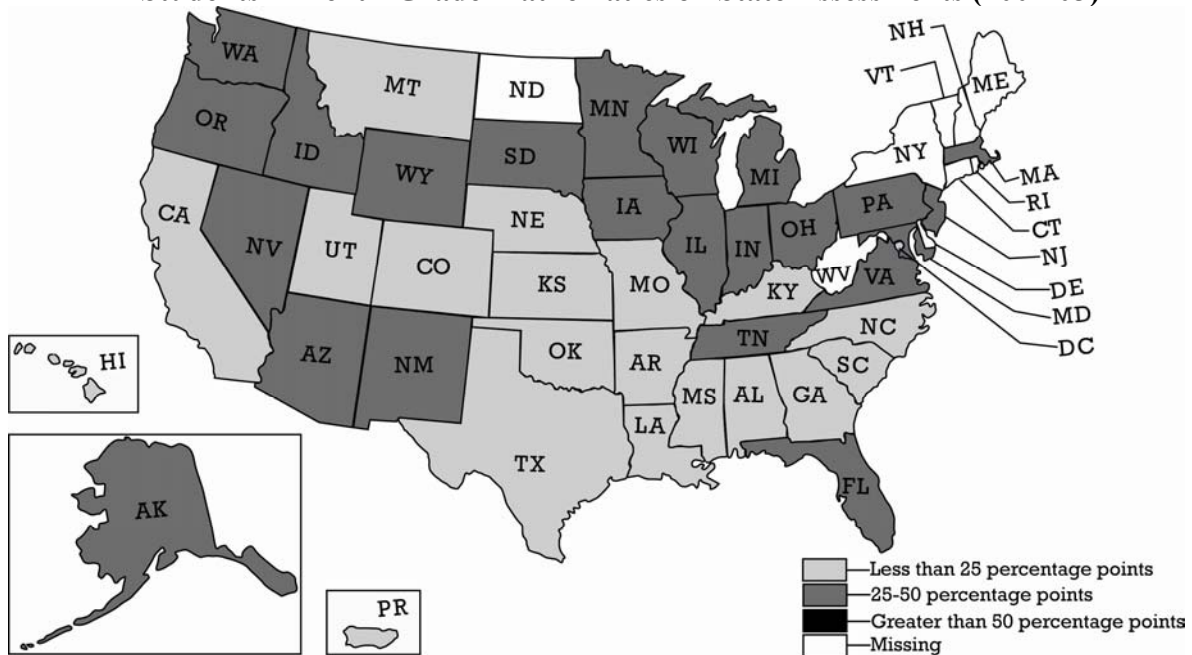


Exhibit reads: Of states or territories reporting results, the mathematics achievement gap in percent proficient between tenth-grade migrant students and all students in 21 states or territories was less than 25 percentage points.

National and State Tables

Table 1: Migrant Education Program Child Count for Funding Purposes by State (2001-02)

State	12-Month Count		State	Summer/ Intersession Count	
	Child Counts	Percent Distribution		Child Counts	Percent Distribution
Alabama	8,930	1%	Alabama	1,827	0%
Alaska	11,455	1%	Alaska	1,364	0%
Arizona	18,368	2%	Arizona	8,812	2%
Arkansas	11,455	1%	Arkansas	1,364	0%
California	276,140	32%	California	166,714	43%
Colorado	18,426	2%	Colorado	8,215	2%
Connecticut	5,934	1%	Connecticut	1,458	0%
Delaware	592	0%	Delaware	170	0%
District of Columbia	829	0%	District of Columbia	115	0%
Florida	53,108	6%	Florida	21,678	6%
Georgia	23,980	3%	Georgia	4,935	1%
Hawaii	1,774	0%	Hawaii	271	0%
Idaho	11,105	1%	Idaho	4,167	1%
Illinois	4,566	1%	Illinois	2,480	1%
Indiana	9,203	1%	Indiana	7,271	2%
Iowa	8,360	1%	Iowa	834	0%
Kansas	21,765	2%	Kansas	5,934	2%
Kentucky	15,950	2%	Kentucky	4,871	1%
Louisiana	5,975	1%	Louisiana	3,324	1%
Maine	9,035	1%	Maine	3,119	1%
Maryland	1,018	0%	Maryland	558	0%
Massachusetts	2,345	0%	Massachusetts	917	0%
Michigan	14,332	2%	Michigan	8,614	2%
Minnesota	5,102	1%	Minnesota	3,293	1%
Mississippi	3,608	0%	Mississippi	904	0%
Missouri	4,617	1%	Missouri	499	0%
Montana	1,799	0%	Montana	1,577	0%
Nebraska	13,712	2%	Nebraska	3,409	1%
Nevada	664	0%	Nevada	0	0%
New Hampshire	303	0%	New Hampshire	183	0%
New Jersey	4,535	1%	New Jersey	1,974	1%
New Mexico	2,605	0%	New Mexico	683	0%
New York	14,425	2%	New York	8,246	2%
North Carolina	17,468	2%	North Carolina	9,023	2%
North Dakota	712	0%	North Dakota	438	0%
Ohio	6,413	1%	Ohio	3,479	1%
Oklahoma	5,827	1%	Oklahoma	510	0%
Oregon	28,929	3%	Oregon	8,388	2%
Pennsylvania	16,228	2%	Pennsylvania	11,453	3%
Puerto Rico	14,258	2%	Puerto Rico	1,791	0%
Rhode Island	114	0%	Rhode Island	56	0%
South Carolina	1,962	0%	South Carolina	1,358	0%
South Dakota	2,264	0%	South Dakota	228	0%
Tennessee	3,942	0%	Tennessee	1,088	0%
Texas	138,176	16%	Texas	60,528	15%
Utah	3,636	0%	Utah	3,485	1%
Vermont	861	0%	Vermont	411	0%
Virginia	2,376	0%	Virginia	1,632	0%
Washington	40,904	5%	Washington	6,141	2%
West Virginia	206	0%	West Virginia	62	0%
Wisconsin	1,828	0%	Wisconsin	384	0%
Wyoming	613	0%	Wyoming	512	0%
Total	872,732	100%	Total	390,747	100%

Table 2: Migrant Education Program Participation by Year (1984-85 Through 2001-02)

School Year	Unduplicated Count	
	Participation	Percent Increase/Decrease
2001-02	767,472	+4%
2000-01	737,684	+8%
1999-00	685,536	+1%
1998-99	682,090	+10%
1997-98	621,464	+7%
1996-97	580,664	+3%
1995-96	564,048	-18%
1994-95	686,667	+13%
1993-94	609,916	+11%
1992-93	548,163	+3%
1991-92	531,841	+22%
1990-91	437,363	+6%
1989-90	411,700	+8%
1988-89	382,394	+9%
1987-88	349,808	+2%
1986-87	343,348	-6%
1985-86	366,348	+5%
1984-85	349,530	

Table 3: Migrant Education Program Participants by Race or Ethnicity (1998-99 Through 2001-02)

Race/Ethnicity	1998-99		1999-00		2000-01		2001-02		Percent Change from 1998 to 2001
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
American Indian or Alaska Native	9,989	1%	9,551	1%	9,262	1%	8,519	1%	0%
Asian or Pacific Islander	13,867	2%	14,147	2%	15,280	2%	13,569	2%	0%
Black, not Hispanic	14,229	2%	10,234	2%	12,861	2%	17,389	2%	0%
Hispanic	587,340	86%	596,357	87%	654,250	89%	684,037	89%	3%
White, not Hispanic	56,156	8%	53,487	8%	45,490	6%	43,429	6%	-2%
Unknown/Other	509	<1%	1,760	<1%	541	<1%	529	0%	0%
Total	682,090	100%	685,536	100%	737,684	100%	767,472	100%	

Table 4: Migrant Education Program Participants (Unduplicated) by State (1998-99 Through 2001-02)

State	1998-99	1999-00	2000-01	2001-02	1998-01 Difference	Percent Change (1998-99 to 2001-02)
Alabama	6,256	6,911	6,653	7,109	853	14%
Alaska	9,243	8,497	8,442	7,823	-1,420	-15%
Arizona	16,748	15,016	15,484	15,313	-1,435	-9%
Arkansas	11,918	10,954	11,203	12,477	559	5%
California	198,841	194,390	209,261	223,414	24,573	12%
Colorado	20,259	14,826	18,840	18,965	-1,294	-6%
Connecticut	5,024	4,741	5,057	5,000	-24	0%
Delaware	262	245	204	260	-2	-1%
District of Columbia	620	780	824	829	209	34%
Florida	32,005	20,672	29,593	58,065	26,060	81%
Georgia	10,617	15,452	20,323	19,032	8,415	79%
Hawaii	39	443	770	1,210	1,171	3,003%
Idaho	10,448	10,543	14,415	11,132	684	7%
Illinois	3,196	3,766	4,738	5,505*	2,309	72%
Indiana	8,886	11,729	13,291	12,843	3,957	45%
Iowa	2,216	2,116	6,701	3,621	1,405	63%
Kansas	11,615	21,754	21,198	14,322	2,707	23%
Kentucky	25,146	22,219	14,554	14,357	-10,789	-43%
Louisiana	5,493	5,420	4,719	492**	-5,001	-91%
Maine	5,527	4,953	4,795	4,797	-730	-13%
Maryland	872	848	1,083	584	-288	-33%
Massachusetts	4,610	3,890	3,077	2,345	-2,265	-49%
Michigan	14,075	13,775	13,334	5,536	-8,539	-61%
Minnesota	4,012	4,252	3,675	2,822	-1,190	-30%
Mississippi	3,140	3,036	3,798	3,798	658	21%
Missouri	2,591	2,762	2,188	2,592	1	0%
Montana	1,518	1,530	1,915	1,927	409	27%
Nebraska	9,255	8,077	13,189	14,328	5,073	55%
Nevada	333	341	166	440	107	32%
New Hampshire	174	219	308	341	167	96%
New Jersey	1,423	3,488	3,438	2,610	1,187	83%
New Mexico	2,793	2,593	3,205	3,288	495	18%
New York	10,278	11,528	12,127	12,533	2,255	22%
North Carolina	13,290	11,665	12,150	12,776	-514	-4%
North Dakota	582	615	491	438	-144	-25%
Ohio	4,296	4,569	4,583	4,619	323	8%
Oklahoma	1,717	2,568	2,522	2,896	1,179	69%
Oregon	26,408	27,547	27,709	28,929	2,519	10%
Pennsylvania	14,128	14,342	15,925	16,815	2,687	19%
Puerto Rico	14,658	14,134	14,168	14,258	-400	-3%
Rhode Island	169	0	33	56	-113	-67%
South Carolina	641	895	1,256	1,151	510	80%
South Dakota	1,207	1,078	896	1,266	59	5%
Tennessee	836	932	716	481	-355	-42%
Texas	140,039	147,878	150,987	156,100	16,061	11%
Utah	3,005	3,225	3,594	3,485	480	16%
Vermont	1,088	1,031	1,029	886	-202	-19%
Virginia	1,951	2,270	2,432	2,501	550	28%
Washington	16,456	18,342	24,537	29,164	12,708	77%
West Virginia	44	371	268	268	224	509%
Wisconsin	1,678	1,810	1,388	1,150	-528	-31%
Wyoming	464	498	432	523	59	13%
Total	682,092	685,536	737,684	767,472	85,380	13%

* There may be duplication in this count.

** Data from this table was based on race and ethnicity counts. This data may be incomplete from Louisiana. Other numbers of participants from different sources are larger.

Table 5: Migrant Education Program Regular-Term Participants by State (1998-99 Through 2001-02)

State	1998-99	1999-00	2000-01	2001-02	1998-01 Difference	Percent Change (1998-99 to 2001- 02)
Alabama	7,264*	6,302	7,027*	6,948	-316	-4%
Alaska	9,128	8,497	8,442	7,823	-1,305	-14%
Arizona	12,412	14,090	14,807	14,739	2,327	19%
Arkansas	11,681	10,514	11,416*	7,823	-3,858	-33%
California	142,460	159,103	142,673	145,069	2,609	2%
Colorado	12,226	2,679	18,840	18,965	6,739	55%
Connecticut	4,982	4,681	4,974	4,955	-27	-1%
Delaware	57	61	23	29	-28	-49%
District of Columbia	583	676	824	829	246	42%
Florida	37,987*	34,546*	59,140*	56,890	18,903	50%
Georgia	9,192	14,478	18,985	17,958	8,766	95%
Hawaii	--	74	1,616*	843	843	--
Idaho	6,467	6,077	10,124	8,731	2,264	35%
Illinois	745	1,026	2,044	4,694	3,949	530%
Indiana	7,652	7,586	8,888	8,475	823	11%
Iowa	2,018	2,116	6,701	3,327	1,309	65%
Kansas	11,615	17,855	21,189	19,669*	8,054	69%
Kentucky	26,665*	22,219	14,554	7,345	-19,320	-72%
Louisiana	5,185	5,058	4,400	4,038*	-1,147	-22%
Maine	4,887	6,553*	4,041	4,041	-846	-17%
Maryland	185	165	141	138	-47	-25%
Massachusetts	4,213	3,599	2,849	2,143	-2,070	-49%
Michigan	8,615	7,320	8,676	8,498*	-117	-1%
Minnesota	1,801	3,920	3,308	994	-807	-45%
Mississippi	3,140	3,036	3,798	3,330	190	6%
Missouri	2,482	2,621	2,052	2,454	-28	-1%
Montana	328	266	1,915	1,927	1,599	488%
Nebraska	8,262	7,559	8,667	5,845	-2,417	-29%
Nevada	306	308	689	672*	366	120%
New Hampshire	183	260	308	341*	158	86%
New Jersey	222	2,480	2,222	1,091	869	391%
New Mexico	2,500	2,734*	2,591	2,605	105	4%
New York	8,423	8,280	9,247	9,968	1,545	18%
North Carolina	11,532	12,150*	14,054*	15,710*	4,178	36%
North Dakota	--	--	--	--	--	--
Ohio	1,440	1,315	1,293	2,394	954	66%
Oklahoma	1,554	2,568	2,522	2,674	1,120	72%
Oregon	27,784	29,098	28,526	29,365*	1,581	6%
Pennsylvania	14,100	13,980	15,541	16,598	2,498	18%
Puerto Rico	14,658	14,134	14,169	14,258	-400	-3%
Rhode Island	176*	--	--	117*	-59	-34%
South Carolina	517	335	1,027	--	-517	-100%
South Dakota	1,148	1,034	843	956	-192	-17%
Tennessee	590	677	478	4,316*	3,726	632%
Texas	125,814	131,457	138,869	144,704*	18,890	15%
Utah	--	--	3,294	3,636*	3,636	--
Vermont	1,071	1,038*	1,029	546	-525	-49%
Virginia	1,228	1,409	1,200	2,150	922	75%
Washington	15,571	16,689	20,798	23,975	8,404	54%
West Virginia	238	211	206	206	-32	-13%
Wisconsin	403	513	972	1,150	747	185%
Wyoming	--	--	4	--	--	0%
Total	571,690	593,347	651,996	645,952	74,262	13%

* Over 100 percent of migrant students participated during the regular term. This could indicate that duplicate counts were provided.

-- Information is not available.

Table 6: Migrant Education Program Summer- or Intersession-Term Participants by State (1998-99 Through 2001-02)

State	1998-99	1999-00	2000-01	2001-02	1998-01 Difference	Percent Change 1998-99 to 2001-02
Alabama	3,302	2,166	3,156	1,856	-1,446	-44%
Alaska	846	1,705	1,799	1,369	523	62%
Arizona	9,337	8,071	8,980	8,815	-522	-6%
Arkansas	1,265	1,744	1,573	1,628	2,804	222%
California	124,699	134,387	154,899	169,527	44,828	36%
Colorado	3,846	6,513	11,213	8,985	5,139	134%
Connecticut	1,396	1,487	1,467	1,482	86	6%
Delaware	262	245	204	170	-92	-35%
District of Columbia	452	486	175	115	-337	-75%
Florida	15,884	20,524	19,784	22,461	6,577	41%
Georgia	3,977	3,911	4,600	4,960	983	25%
Hawaii	39	369	329	314	275	705%
Idaho	4,462	4,482	4,576	4,167	-295	-7%
Illinois	2,400	2,543	2,904	2,488	88	4%
Indiana	6,280	7,184	8,184	7,946	1,666	27%
Iowa	272	498	735	835	563	207%
Kansas	7,412	7,500	6,898	6,049	-1,363	-18%
Kentucky	5,994	6,029	5,300	4,891	-1,103	-18%
Louisiana	3,792	2,725	3,260	3,486	-306	-8%
Maine	1,780	2,079	3,119	3,119	1,339	75%
Maryland	758	801	929	594	-164	-22%
Massachusetts	2,207	1,884	1,235	932	-1,275	-58%
Michigan	9,650	8,386	8,698	8,796	-854	-9%
Minnesota	2,211	2,744	3,757	3,947	1,736	79%
Mississippi	187	171	1,067	981	794	425%
Missouri	474	615	520	499	25	5%
Montana	1,403	1,286	1,843	1,727	324	23%
Nebraska	2,649	3,357	3,308	3,745	1,096	41%
Nevada	57	85	77	46	-11	-19%
New Hampshire	116	141	189	194	78	67%
New Jersey	1,343	2,070	2,025	2,030	687	51%
New Mexico	786	372	720	683	-103	-13%
New York	7,289	8,280	8,824	8,835	1,546	21%
North Carolina	6,734	8,095	8,430	9,179	2,445	36%
North Dakota	582	615	491	529	-53	-9%
Ohio	3,583	4,082	4,135	3,824	241	7%
Oklahoma	730	802	761	510	-220	-30%
Oregon	6,859	7,250	8,790	8,468	1,609	23%
Pennsylvania	7,438	9,649	11,164	11,889	4,451	60%
Puerto Rico	467	704	446	1,791	1,324	284%
Rhode Island	58	62	33	56	-2	-3%
South Carolina	768	819	1,315	1,444	676	88%
South Dakota	203	191	184	246	43	21%
Tennessee	567	415	386	1,141	574	101%
Texas	50,456	57,062	59,041	63,553	13,097	26%
Utah	3,005	2,769	3,010	3,485	480	16%
Vermont	513	391	370	413	-100	-19%
Virginia	1,269	1,449	1,566	1,809	540	43%
Washington	7,730	6,805	6,237	6,533	-1,197	-15%
West Virginia	97	114	62	62	-35	-36%
Wisconsin	482	450	416	396	-86	-18%
Wyoming	417	498	432	523	106	25%
Total	318,785	347,062	383,616	403,523	87,179	27%

Table 7: Total Schoolwide Enrollment, Schoolwide Sites, and Percent of Schoolwide Enrollment by State (2001-02)

State	Number of Schoolwide Programs (SWP) Serving Migrant Children	SWPs combining MEP Funds	Migrant Students Attending a SWP in which MEP Funds Are Combined with Others	Percent of SWP Enrollment
Alabama	135	42	1,868	2%
Alaska	103	71	1,784	1%
Arizona	173	80	0	0%
Arkansas	51	0	0	0%
California	1,162	22	3,745	3%
Colorado	843	0	0	0%
Connecticut	73	0	0	0%
Delaware	13	0	104	0%
District of Columbia	78	0	0	0%
Florida	79	1,338	0	0%
Georgia	467	0	0	0%
Hawaii	17	9	752	1%
Idaho	47	47	2,554	2%
Illinois	2	2	811	1%
Indiana	14	14	434	0%
Iowa	10	0	0	0%
Kansas	55	0	6,397	5%
Kentucky	477	477	0	0%
Louisiana	337	0	0	0%
Maine	10	0	0	0%
Maryland	11	0	0	0%
Massachusetts	34	0	0	0%
Michigan	0	0	0	0%
Minnesota	74	0	302	0%
Mississippi	239	0	0	0%
Missouri	15	0	948	1%
Montana	1	0	20	0%
Nebraska	60	0	0	0%
Nevada	21	0	0	0%
New Hampshire	8	0	0	0%
New Jersey	10	0	0	0%
New Mexico	0	0	0	0%
New York	--	0	0	0%
North Carolina	134	145	7,274	6%
North Dakota	0	0	0	0%
Ohio	0	0	0	0%
Oklahoma	26	9	1,218	1%
Oregon	172	51	3,364	3%
Pennsylvania	0	0	0	0%
Puerto Rico	653	225	0	0%
Rhode Island	0	0	0	0%
South Carolina	62	0	129	0%
South Dakota	6	0	318	0%
Tennessee	15	2	193	0%
Texas	2,605	862	77,523	64%
Utah	35	0	0	0%
Vermont	48	0	0	0%
Virginia	13	4	0	0%
Washington	192	76	12,126	10%
West Virginia	5	5	31	0%
Wisconsin	3	0	70	0%
Wyoming	9	0	0	0%
Total	8,597	3,481	121,965	100%

-- Indicates information is not available.

Table 8: Migrant Education Program Regular-Term Participants by Grade Span (1998-99 Through 2001-02)

Grade Span	1998-99		1999-00		2000-01		2001-02		Percent Change 1998-99 to 2001-02
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Birth - K	116,855	20%	114,855	19%	124,040	19%	120,418	19%	3%
Grades 1 - 6	251,466	44%	257,511	43%	280,299	43%	276,659	43%	10%
Grades 7 - 12	169,175	30%	179,128	30%	193,183	30%	191,575	30%	13%
Ungraded and Out-of-School	34,194	6%	41,853	7%	54,474	8%	57,300	9%	68%
Total	571,690	100%	593,347	100%	651,996	100%	645,952	100%	13%

Table 9: Migrant Education Program Regular-Term Participants by Service Type (1998-99 Through 2001-02)

Service Type	1998-99		1999-00		2000-01		2001-02		Percent Change 1998-99 to 2001-02
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Instructional									
Reading/Language Arts	177,547	31%	214,101	36%	189,469	29%	195,805	30%	10%
English Language Instruction	85,776	15%	87,447	15%	92,045	14%	92,447	14%	8%
Mathematics	127,196	22%	144,371	24%	117,606	18%	122,878	19%	-3%
Science	40,583	7%	64,225	11%	52,264	8%	47,884	7%	18%
Social Studies	38,846	7%	58,971	10%	47,479	7%	44,431	7%	14%
Vocational/Career	25,784	5%	29,918	5%	24,686	4%	26,234	4%	2%
Other Instructional	172,643	30%	159,255	27%	140,250	22%	114,679	18%	-34%
Support									
Guidance	--	--	143,512	24%	138,752	21%	134,963	21%	--
Social Work	301,139	53%	342,333	58%	359,493	55%	353,027	55%	17%
Health	106,057	18%	118,381	20%	105,138	16%	92,085	14%	-13%
Transportation	56,314	10%	45,530	8%	46,170	7%	43,649	7%	-22%
Other Support	334,409	58%	186,643	31%	237,134	36%	146,769	23%	-56%
Total	571,690		593,347		651,996		645,952		13%

-- Indicates information is not available.

Table 10: Migrant Education Program Regular-Term Participants by Service Type (1984-85 Through 2001-02)

Service Type	School Year																	
	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Instructional																		
English Language Instruction	17%	14%	19%	17%	16%	20%	15%	13%	9%	7%	18%	21%	20%	15%	15%	15%	14%	14%
Reading	48%	21%	44%	43%	40%	39%	36%	31%	28%	28%	31%	29%	25%	23%	31%	36%	29%	30%
Other Language Arts	23%	12%	16%	15%	14%	17%	18%	17%	18%	17%	21%	21%	20%	16%				
Mathematics	33%	29%	32%	31%	29%	28%	28%	24%	22%	21%	23%	24%	22%	19%	22%	24%	18%	19%
Vocational	8%	4%	4%	4%	4%	3%	4%	3%	4%	3%	6%	6%	6%	4%	5%	5%	4%	4%
Social Studies												9%	8%	5%	7%	10%	7%	7%
Science												10%	7%	6%	7%	11%	8%	7%
Other Instructional	11%	10%	10%	12%	16%	19%	20%	13%	40%	43%	28%	17%	27%	24%	30%	27%	22%	18%
Support																		
Guidance and Counseling	--	--	--	--	--	49%	50%	10%	15%	20%	24%	19%	30%	20%	--	24%	21%	21%
Social Work and Outreach	--	--	--	--	--	18%	19%	57%	62%	55%	30%	42%	44%	46%	50%	58%	55%	55%
Attendance and Guidance	32%	44%	71%	65%	64%	--	--	--	--	--	--	--	--	--	--	--	--	21%
Health	25%	33%	31%	33%	31%	23%	0%	13%	19%	31%	34%	12%	12%	11%	18%	20%	16%	14%
Dental	18%	18%	16%	16%	16%	10%	9%	4%	8%	21%	28%	6%	7%	6%	--	--	--	--
Nutrition	7%	7%	10%	8%	11%	10%	9%	8%	10%	17%	18%	7%	8%	8%	--	--	--	--
Transportation	12%	9%	14%	11%	11%	9%	8%	7%	8%	5%	9%	7%	9%	9%	10%	8%	7%	7%
Other Supporting	13%	10%	12%	16%	39%	43%	43%	31%	44%	49%	32%	22%	24%	44%	58%	31%	36%	23%

-- Indicates information is not available.

Table 11: Regular-Term Full-Time Equivalent Staff Funded by the Title I Migrant Education Program (1998-99 Through 2001-02)

FTE Staff	1998-99		1999-00		2000-01		2001-02		Percent Change 1998-99 to 2001-02
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Teachers	1,231	16%	1,151	14%	1,253	15%	1,444	33%	17%
English Language Instruction Teachers	411	5%	466	6%	642	7%	430	10%	5%
Teacher Aides	2,594	33%	2,604	32%	2,626	30%	2,469	57%	-5%
Total Instructional	4,236	54%	4,221	52%	4,521	52%	4,342.7	46%	
Noninstructional									
Administrators	320	4%	328	4%	361	4%	499	10%	56%
Nonclerical Support	504	6%	449	6%	573	7%	758	15%	50%
Clerical	403	5%	396	5%	433	5%	734	15%	82%
Recruiters	1,017	13%	1,090	13%	1,127	13%	1,225	24%	20%
Records Transfer	429	5%	415	5%	456	5%	609	12%	42%
Counselors	106	1%	324	4%	303	4%	366	7%	245%
Linkers/Advocates	641	8%	555	7%	619	7%	658	12%	-2%
Other	202	3%	352	4%	230	3%	232	5%	15%
Total Noninstructional	3,622	46%	3,909	48%	4,102	48%	5,079.6	54%	
Total FTE	7,858	100%	8,130	100%	8,623	100%	9,422	100%	20%

Table 12: Migrant Education Program Regular-Term Participants by Grade Span and State (2001-02)

State	Birth – K		Grades 1-6		Grades 7-12		Ungraded and Out of School		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Alabama	626	9%	4,147	60%	2,139	31%	36	1%	6,948
Alaska	548	7%	3,384	43%	3,499	45%	392	5%	7,823
Arizona	2,250	15%	6,634	45%	5,614	38%	241	2%	14,739
Arkansas	548	7%	3,384	43%	3,499	45%	392	5%	7,823
California	19,556	13%	66,257	46%	52,283	36%	6,973	5%	145,069
Colorado	4,969	26%	7,982	42%	4,234	22%	1,780	9%	18,965
Connecticut	1,255	25%	2,256	46%	1,172	24%	272	5%	4,955
Delaware	14	48%	15	52%	--	0%	--	0%	29
District of Columbia	46	6%	532	64%	235	28%	16	2%	829
Florida	12,662	22%	22,325	39%	16,722	29%	5,181	9%	56,890
Georgia	4,795	27%	5,627	31%	2,277	13%	5,259	29%	17,958
Hawaii	128	15%	372	44%	338	40%	5	1%	843
Idaho	1,696	19%	4,331	50%	1,969	23%	735	8%	8,731
Illinois	1,049	22%	1,644	35%	954	20%	1,047	22%	4,694
Indiana	2,472	29%	2,486	29%	2,035	24%	1,482	17%	8,475
Iowa	477	14%	1,807	54%	1,011	30%	32	1%	3,327
Kansas	3,326	17%	6,407	33%	4,521	23%	5,415	28%	19,669
Kentucky	983	13%	4,200	57%	2,112	29%	50	1%	7,345
Louisiana	961	24%	1,730	43%	1,127	28%	220	5%	4,038
Maine	264	7%	2,030	50%	1,746	43%	1	0%	4,041
Maryland	43	31%	69	50%	23	17%	3	2%	138
Massachusetts	413	19%	975	45%	471	22%	284	13%	2,143
Michigan	1,041	12%	4,882	57%	2,507	30%	68	1%	8,498
Minnesota	134	13%	576	58%	284	29%	--	0%	994
Mississippi	723	22%	1,545	46%	841	25%	221	7%	3,330
Missouri	596	24%	1,096	45%	549	22%	213	9%	2,454
Montana	415	22%	837	43%	595	31%	80	4%	1,927
Nebraska	952	16%	3,079	53%	1,808	31%	6	0%	5,845
Nevada	253	38%	253	38%	158	24%	8	1%	672
New Hampshire	157	46%	92	27%	42	12%	50	15%	341
New Jersey	236	22%	425	39%	153	14%	277	25%	1,091
New Mexico	427	16%	1,323	51%	788	30%	67	3%	2,605
New York	2,332	23%	2,848	29%	1,402	14%	3,386	34%	9,968
North Carolina	1,608	10%	6,765	43%	2,549	16%	4,788	30%	15,710
North Dakota	--	--	--	--	--	--	--	--	--
Ohio	523	22%	897	37%	457	19%	517	22%	2,394
Oklahoma	383	14%	1,550	58%	741	28%	-	0%	2,674
Oregon	7,264	25%	12,094	41%	8,176	28%	1,831	6%	29,365
Pennsylvania	4,065	24%	5,226	31%	3,304	20%	4,003	24%	16,598
Puerto Rico	855	6%	7,610	53%	5,677	40%	116	1%	14,258
Rhode Island	1	1%	67	57%	49	42%	--	0%	117
South Carolina	--	--	--	--	--	--	--	--	--
South Dakota	165	17%	517	54%	263	28%	11	1%	956
Tennessee	945	22%	1,017	24%	417	10%	1,937	45%	4,316
Texas	34,133	24%	58,176	40%	43,218	30%	9,177	6%	144,704
Utah	853	23%	1,820	50%	953	26%	10	0%	3,636
Vermont	129	24%	273	50%	132	24%	12	2%	546
Virginia	439	20%	830	39%	310	14%	571	27%	2,150
Washington	2,469	10%	13,619	57%	7,793	33%	94	0%	23,975
West Virginia	40	19%	91	44%	46	22%	29	14%	206
Wisconsin	199	17%	557	48%	382	33%	12	1%	1,150
Wyoming	--	--	--	--	--	--	--	--	--
TOTAL	120,418	19%	277,216	43%	191,575	30%	57,300	9%	645,952

-- Indicates information is not available or state did not provide MEP services during specified time.

Table 13: Migrant Education Program Regular-Term Participation by Service Type (Instructional) and State (2001-02)

State	Reading	English Language Instruction	Math	Science	Social Studies	Vocational	Other Instruction
Alabama	78%	78%	50%	10%	10%	6%	3%
Alaska	63%	0%	27%	0%	0%	6%	0%
Arizona	32%	21%	25%	9%	9%	6%	13%
Arkansas	63%	8%	40%	8%	6%	0%	80%
California	54%	15%	35%	7%	6%	9%	13%
Colorado	21%	10%	17%	10%	10%	0%	7%
Connecticut	10%	2%	1%	0%	0%	14%	10%
Delaware	0%	100%	0%	0%	0%	0%	0%
District of Columbia	0%	0%	0%	0%	0%	0%	0%
Florida	15%	1%	0%	0%	0%	0%	2%
Georgia	2%	2%	1%	0%	0%	1%	22%
Hawaii	22%	2%	2%	0%	3%	0%	0%
Idaho	60%	52%	52%	3%	2%	1%	30%
Illinois	27%	2%	5%	4%	4%	0%	3%
Indiana	51%	23%	48%	49%	51%	17%	51%
Iowa	42%	74%	35%	24%	25%	2%	0%
Kansas	28%	17%	11%	6%	5%	8%	1%
Kentucky	34%	7%	22%	11%	10%	3%	5%
Louisiana	8%	3%	5%	0%	1%	0%	22%
Maine	106*%	3%	45%	33%	21%	19%	22%
Maryland	0%	0%	0%	0%	0%	0%	0%
Massachusetts	0%	3%	0%	0%	0%	0%	13%
Michigan	2%	1%	2%	1%	1%	0%	0%
Minnesota	55%	62%	53%	41%	42%	12%	46%
Mississippi	8%	2%	1%	0%	0%	0%	0%
Missouri	25%	17%	12%	0%	0%	5%	89%
Montana	5%	0%	5%	0%	0%	0%	15%
Nebraska	56%	60%	37%	13%	13%	1%	0%
Nevada	24%	21%	10%	0%	0%	0%	35%
New Hampshire	2%	4%	1%	1%	1%	0%	6%
New Jersey	22%	23%	21%	6%	6%	6%	19%
New Mexico	71%	52%	39%	28%	27%	13%	3%
New York	37%	26%	23%	9%	10%	4%	62%
North Carolina	19%	29%	17%	1%	1%	4%	36%
North Dakota	--	--	--	--	--	--	--
Ohio	34%	10%	11%	3%	3%	0%	2%
Oklahoma	36%	25%	25%	4%	7%	3%	12%
Oregon	33%	25%	28%	17%	17%	4%	127%
Pennsylvania	35%	33%	17%	14%	6%	13%	59%
Puerto Rico	64%	70%	62%	61%	60%	0%	0%
Rhode Island	0%	0%	0%	0%	0%	0%	0%
South Carolina	--	--	--	--	--	--	--
South Dakota	75%	35%	71%	22%	22%	0%	14%
Tennessee	3%	1%	3%	1%	1%	0%	1%
Texas	7%	5%	6%	3%	3%	1%	3%
Utah	0%	0%	0%	0%	0%	0%	0%
Vermont	82%	5%	19%	3%	5%	0%	11%
Virginia	31%	26%	24%	11%	12%	1%	18%
Washington	22%	3%	5%	0%	1%	0%	14%
West Virginia	0%	9%	0%	0%	0%	0%	0%
Wisconsin	30%	24%	23%	9%	9%	1%	15%
Wyoming	--	--	--	--	--	--	--

* Over 100 percent of migrant students were served. This could indicate that the duplicate counts were provided.

-- Information is not available or state did not provide MEP services during specified time.

Table 14: Migrant Education Program Regular-Term Participation by Service Type (Support) and State (2001-02)

State	Social Work	Health	Transportation	Other Support
Alabama	100%	21%	7%	3%
Alaska	13%	0%	0%	96%
Arizona	99%	27%	7%	9%
Arkansas	5%	68%	14%	131%*
California	57%	29%	8%	12%
Colorado	34%	0%	0%	0%
Connecticut	100%	0%	2%	1%
Delaware	0%	0%	0%	0%
District of Columbia	62%	100%	58%	0%
Florida	0%	6%	6%	2%
Georgia	62%	10%	10%	0%
Hawaii	0%	0%	2%	0%
Idaho	33%	4%	13%	94%
Illinois	39%	0%	4%	3%
Indiana	80%	21%	5%	0%
Iowa	16%	2%	0%	17%
Kansas	19%	6%	4%	1%
Kentucky	124%*	17%	8%	0%
Louisiana	117%*	14%	1%	118%*
Maine	113%*	37%	22%	84%
Maryland	100%	0%	0%	0%
Massachusetts	106%*	2%	2%	106%*
Michigan	0%	0%	0%	0%
Minnesota	60%	77%	39%	5%
Mississippi	62%	36%	2%	0%
Missouri	0%	57%	4%	87%
Montana	38%	0%	5%	39%
Nebraska	12%	17%	6%	7%
Nevada	4%	4%	1%	0%
New Hampshire	48%	38%	0%	38%
New Jersey	80%	7%	9%	16%
New Mexico	24%	11%	13%	0%
New York	79%	11%	9%	62%
North Carolina	16%	13%	7%	96%
North Dakota	--	--	--	--
Ohio	93%	0%	0%	0%
Oklahoma	2%	2%	6%	11%
Oregon	21%	8%	14%	77%
Pennsylvania	97%	3%	14%	3%
Puerto Rico	100%	10%	39%	100%
Rhode Island	0%	0%	0%	0%
South Carolina	--	--	--	--
South Dakota	23%	11%	4%	1%
Tennessee	0%	0%	0%	0%
Texas	89%	7%	2%	17%
Utah	0%	0%	0%	0%
Vermont	4%	0%	4%	16%
Virginia	59%	31%	31%	41%
Washington	1%	11%	1%	0%
West Virginia	100%	0%	69%	0%
Wisconsin	87%	1%	6%	1%
Wyoming	--	--	--	--

* Over 100 percent of migrant students were served. This could indicate that the duplicate counts were provided.

-- Information is not available or state did not provide MEP services during specified time.

Table 15: Migrant Education Program Number of Regular-Term FTE Days and FTE Counts of Instructional and Noninstructional Staff (2001-02)

State	FTE Days	Instructional Staff		Noninstructional Staff		Total
	Count	Count	Percent	Count	Percent	Count
Alabama	191	61	58%	44	42%	105
Alaska	180	96	39%	150	61%	245
Arizona	180	85	50%	84	50%	169
Arkansas	180	155	82%	34	18%	190
California	180	981	50%	987	50%	1,968
Colorado	185 - 225	56	37%	97	63%	153
Connecticut	180	17	30%	41	70%	58
Delaware	221	2	42%	3	58%	5
District of Columbia	180	0	0%	4	100%	4
Florida	180	280	49%	295	51%	575
Georgia	180	118	71%	49	29%	167
Hawaii	187	6	37%	10	63%	16
Idaho	180	315	87%	46	13%	361
Illinois	180	34	83%	7	17%	41
Indiana	180	122	67%	60	33%	182
Iowa	180	42	75%	14	25%	55
Kansas	186	263	81%	62	19%	325
Kentucky	185	2	1%	170	99%	172
Louisiana	180	10	14%	60	86%	70
Maine	180	58	62%	36	38%	94
Maryland	193	0	0%	2	100%	2
Massachusetts	180	26	52%	23	48%	49
Michigan	180	143	81%	35	19%	178
Minnesota	180	54	71%	22	29%	76
Mississippi	180	0.4	2%	24	98%	24
Missouri	174	3	12%	22	88%	25
Montana	180	6	30%	15	70%	21
Nebraska	185	74	70%	32	30%	106
Nevada	180	6	63%	4	37%	10
New Hampshire	207	0	0%	2	100%	2
New Jersey	180	7	33%	13	67%	20
New Mexico	182	12	42%	16	58%	28
New York	180	135	66%	69	34%	204
North Carolina	180	95	44%	120	56%	215
North Dakota	--	0	--	0	--	0
Ohio	180	38	79%	10	21%	48
Oklahoma	175	109	92%	10	8%	118
Oregon	184	151	66%	80	34%	231
Pennsylvania	180	35	23%	115	77%	150
Puerto Rico	180	50	34%	97	66%	147
Rhode Island	--	0	--	0	--	0
South Carolina	--	0	--	0	--	0
South Dakota	180	29	82%	6	18%	35
Tennessee	180	3	32%	7	68%	10
Texas	187	514	20%	2,004	80%	2,518
Utah	180	0	0%	9	100%	9
Vermont	180	10	68%	5	32%	15
Virginia	180	14	54%	12	46%	25
Washington	180	111	66%	58	34%	169
West Virginia	200	0	0%	1	100%	1
Wisconsin	90	17	56%	13	44%	30
Wyoming	--	0	--	0	--	0
TOTAL	--	4,342.7	46%	5,079.6	54%	9,422.3

-- Indicates information is not available.

Table 16: Migrant Education Program Total Number of Regular-Term FTE Staff by State (1998-99 Through 2001-02)

State	1998-99	1999-00	2000-01	2001-02	Change from 1998-99 to 2001-02	Percent Change
Alabama	63	61	89	105	42	67%
Alaska	143	195	150	245	103	72%
Arizona	259	219	234	169	-90	-35%
Arkansas	181	196	195	190	9	5%
California	1,462	1,678	2,088	1,968	506	35%
Colorado	69	80	69	153	84	121%
Connecticut	73	60	62	58	-14	-20%
Delaware	8	40	5	5	-3	-41%
District of Columbia	11	18	24	4	-8	-65%
Florida	546	554	529	575	29	5%
Georgia	106	128	134	167	61	57%
Hawaii	-	10	12	16	16	--
Idaho	154	133	123	361	207	134%
Illinois	43	32	42	41	-2	-5%
Indiana	137	143	162	182	45	32%
Iowa	20	31	95	55	35	176%
Kansas	424	467	468	325	-99	-23%
Kentucky	271	233	225	172	-98	-36%
Louisiana	87	87	241	70	-17	-19%
Maine	93	--	95	94	2	2%
Maryland	2	--	--	2	--	0%
Massachusetts	86	73	41	49	-37	-43%
Michigan	278	323	251	178	-101	-36%
Minnesota	38	-	56	76	38	99%
Mississippi	41	31	24	24	-17	-41%
Missouri	36	18	24	25	-10	-29%
Montana	18	20	19	21	3	17%
Nebraska	92	--	103	106	14	15%
Nevada	14	13	15	10	-4	-27%
New Hampshire	2	2	2	2	--	10%
New Jersey	13	15	119	20	7	56%
New Mexico	33	31	28	28	-5	-15%
New York	183	193	211	204	21	11%
North Carolina	190	180	201	215	25	13%
North Dakota	--	--	--	--	--	--
Ohio	26	32	55	48	22	81%
Oklahoma	71	67	70	118	48	67%
Oregon	517	-	237	231	-286	-55%
Pennsylvania	124	181	159	150	26	21%
Puerto Rico	153	149	163	147	-6	-4%
Rhode Island	--	--	--	--	--	--
South Carolina	5	3	1	--	-5	-100%
South Dakota	39	32	48	35	-4	-10%
Tennessee	5	4	10	10	5	93%
Texas	1,425	1,533	1,440	2,518	1,093	77%
Utah	--	--	--	9	9	--
Vermont	22	17	14	15	-7	-32%
Virginia	32	19	23	25	-6	-20%
Washington	238	-	237	169	-69	-29%
West Virginia	3	1	1	1	-3	-74%
Wisconsin	22	25	29	30	8	38%
Wyoming	--	--	--	--	--	--
TOTAL	7,858	7,327	8,623	9,422		20%

-- Indicates information is not available.

**Table 17: Migrant Education Program Summer- or Intersession-Term Participants by Grade Span
(1998-99 Through 2001-02)**

Grade Span	1998-99		1999-00		2000-01		2001-02		Percent Change from 1998-99 to 2001-02
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Birth - K	73,576	23%	75,158	22%	80,526	21%	84,870	21%	16%
Grades 1 - 6	150,919	47%	165,106	48%	175,200	46%	186,888	47%	25%
Grades 7 - 12	79,514	25%	85,124	25%	96,504	25%	101,813	25%	29%
Ungraded and Out of School	14,776	5%	21,674	6%	31,386	8%	29,952	7%	100%
Total	318,785	100%	347,062	100%	383,616	100%	403,523	100%	27%

**Table 18: Migrant Education Program Summer- or Intersession-Term Participants by Service Type
(1998-99 Through 2001-02)**

Service Type	1998-99		1999-00		2000-01		2001-02		Percent Change 1998-99 to 2001-02
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Instructional									
Reading/Language Arts	193,153	61%	202,284	58%	222,159	58%	242,048	60%	25%
English Language Instruction	56,365	18%	65,184	19%	77,991	20%	68,750	17%	22%
Mathematics	133,634	42%	140,371	40%	146,424	38%	188,824	47%	41%
Science	53,527	17%	62,170	18%	63,890	17%	65,917	13%	23%
Social Studies	38,543	12%	44,863	13%	52,340	14%	50,868	13%	32%
Vocational/Career	18,811	6%	21,462	6%	37,607	10%	24,621	6%	31%
Other Instructional	167,500	52%	139,658	40%	165,599	43%	128,429	32%	-23%
Support									
Guidance	--	--	54,130	16%	71,582	19%	87,318	22%	--
Social Work	116,427	38%	156,149	45%	170,418	44%	200,802	50%	72%
Health	70,919	22%	95,153	27%	84,808	22%	90,198	22%	27%
Transportation	74,042	23%	78,875	23%	81,490	21%	84,588	21%	14%
Other Support	135,536	43%	98,959	29%	117,685	31%	97,178	24%	-28%
Total	318,785	100%	347,062	100%	383,616	100%	403,523	100%	26%

-- Indicates information is not available.

Table 19: Migrant Education Program Summer- or Intersession-Term Participants by Service Type (1984-85 Through 2001-02)

Service Type	School Year																	
	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Instructional																		
English Language Instruction	34%	22%	24%	26%	23%	25%	19%	18%	14%	16%	24%	15%	15%	14%	18%	19%	20%	17%
Reading	58%	58%	66%	71%	62%	49%	60%	57%	60%	49%	47%	52%	42%	46%	61%	58%	58%	60%
Other Language Arts	50%	44%	41%	44%	40%	44%	41%	39%	40%	37%	41%	49%	35%	38%				
Mathematics	61%	56%	65%	6%	57%	51%	51%	51%	52%	41%	42%	50%	38%	41%	42%	40%	38%	47%
Vocational	24%	10%	10%	11%	11%	11%	11%	8%	6%	6%	9%	11%	7%	6%	6%	6%	10%	6%
Social Studies												19%	10%	10%	12%	13%	14%	13%
Science												25%	14%	15%	17%	18%	17%	13%
Other Instructional	35%	36%	18%	58%	58%	64%	63%	33%	72%	81%	32%	38%	47%	48%	52%	40%	43%	32%
Support																		
Guidance and Counseling	--	--	--	--	--	43%	46%	9%	8%	11%	14%	18%	25%	14%	--	16%	19%	22%
Social Work and Outreach	--	--	--	--	--	27%	18%	62%	59%	53%	32%	38%	29%	37%	38%	45%	44%	50%
Attendance and Guidance	43%	55%	79%	73%	78%	--	--	--	--	--	--	--	--	--	--	--	--	--
Health	39%	35%	37%	28%	5%	24%	22%	17%	17%	17%	17%	17%	12%	11%	22%	27%	22%	22%
Dental	27%	16%	19%	17%	5%	15%	12%	10%	8%	10%	11%	13%	9%	8%				
Nutrition	38%	51%	55%	57%	3%	44%	43%	34%	29%	30%	28%	32%	23%	21%	--	--	--	--
Transportation	55%	56%	59%	60%	57%	47%	42%	36%	32%	37%	37%	36%	29%	24%	23%	23%	21%	21%
Other Supporting	13%	8%	7%	18%	2%	54%	28%	50%	35%	42%	20%	24%	20%	34%	43%	29%	31%	24%

-- Indicates information is not available.

Table 20: Summer- or Intersession-Term, Full-Time Equivalent Staff Funded by the Title I Migrant Education Program (1998-99 Through 2001-02)

FTE Staff	1998-99		1999-00		2000-01		2001-02		Percent Change 1998-99 to 2001-02
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Instructional									
Teachers	4,321	34%	4,381	32%	4,225	31%	4,324	46%	0%
English Language Instruction Teachers	984	8%	1,066	8%	995	7%	1,033	11%	5%
Teacher Aides	3,923	31%	4,142	30%	4,281	31%	4,131	44%	5%
Total Instructional	9,228	72%	9,589	69%	9,501	69%	9,488	66%	3%
Noninstructional									
Administrators	468	4%	474	3%	472	3%	581	12%	24%
Nonclerical Support	610	5%	824	6%	835	6%	923	19%	51%
Clerical	439	3%	471	3%	459	3%	713	15%	62%
Recruiters	816	6%	977	7%	854	6%	849	17%	4%
Records Transfer	308	2%	329	2%	327	2%	511	10%	66%
Counselors	127	1%	87	1%	90	1%	276	6%	117%
Linkers/Advocates	457	4%	387	3%	462	3%	457	9%	0%
Other	393	3%	713	5%	758	6%	586	12%	49%
Total Noninstructional	3,618	28%	4,262	31%	4,257	31%	4,896	34%	35%
Total FTE	12,846	100%	13,851	100%	13,758	100%	14,384	100%	12%

Table 21: Migrant Education Program Summer- or Intersession-Term Participants by Grade Span and State (2001-02)

State	Birth-K		Grades 1-6		Grades 7-12		Ungraded and Out-of-School		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Alabama	474	26%	941	51%	338	18%	103	6%	1,856
Alaska	152	11%	715	52%	370	27%	132	10%	1,369
Arizona	819	9%	4,074	46%	3,904	44%	18	0%	8,815
Arkansas	402	25%	576	35%	178	11%	472	29%	1,628
California	32,354	19%	79,545	47%	50,836	30%	6,792	4%	169,527
Colorado	3,139	35%	3,231	36%	1,149	13%	1,466	16%	8,985
Connecticut	373	25%	725	49%	322	22%	62	4%	1,482
Delaware	50	29%	72	42%	34	20%	14	8%	170
District of Columbia	--	0%	81	70%	31	27%	3	3%	115
Florida	5,048	22%	10,534	47%	5,589	25%	1,290	6%	22,461
Georgia	1,453	29%	2,513	51%	568	11%	426	9%	4,960
Hawaii	93	30%	126	40%	95	30%	--	0%	314
Idaho	1,175	28%	2,602	62%	390	9%	--	0%	4,167
Illinois	609	24%	1,103	44%	523	21%	253	10%	2,488
Indiana	1,973	25%	2,421	30%	2,042	26%	1,510	19%	7,946
Iowa	143	17%	539	65%	86	10%	67	8%	835
Kansas	1,012	17%	3,378	56%	1,603	27%	56	1%	6,049
Kentucky	1,172	24%	2,482	51%	1,062	22%	175	4%	4,891
Louisiana	867	25%	1,550	44%	887	25%	182	5%	3,486
Maine	491	16%	1,741	56%	886	28%	1	0%	3,119
Maryland	169	28%	194	33%	44	7%	187	31%	594
Massachusetts	201	22%	467	50%	172	18%	92	10%	932
Michigan	2,252	26%	4,626	53%	1,809	21%	109	1%	8,796
Minnesota	1,649	42%	1,319	33%	799	20%	180	5%	3,947
Mississippi	176	18%	550	56%	202	21%	53	5%	981
Missouri	123	25%	311	62%	57	11%	8	2%	499
Montana	383	22%	728	42%	544	31%	72	4%	1,727
Nebraska	904	24%	1,420	38%	366	10%	1,055	28%	3,745
Nevada	15	33%	24	52%	7	15%	--	0%	46
New Hampshire	88	45%	56	29%	23	12%	27	14%	194
New Jersey	267	13%	462	23%	119	6%	1,182	58%	2,030
New Mexico	123	18%	454	66%	102	15%	4	1%	683
New York	2,142	24%	2,544	29%	1,156	13%	2,993	34%	8,835
North Carolina	974	11%	2,864	31%	880	10%	4,461	49%	9,179
North Dakota	237	45%	198	37%	91	17%	3	1%	529
Ohio	1,153	30%	1,268	33%	663	17%	740	19%	3,824
Oklahoma	68	13%	364	71%	78	15%	--	0%	510
Oregon	2,170	26%	4,595	54%	1,025	12%	678	8%	8,468
Pennsylvania	2,839	24%	4,253	36%	2,461	21%	2,336	20%	11,889
Puerto Rico	--	0%	1,641	92%	150	8%	--	0%	1,791
Rhode Island	5	9%	46	82%	5	9%	--	0%	56
South Carolina	339	23%	514	36%	190	13%	401	28%	1,444
South Dakota	81	33%	125	51%	40	16%	--	0%	246
Tennessee	143	13%	410	36%	136	12%	452	40%	1,141
Texas	14,195	22%	30,619	48%	17,489	28%	1,250	2%	63,553
Utah	832	24%	1,976	57%	670	19%	7	0%	3,485
Vermont	88	21%	234	57%	87	21%	4	1%	413
Virginia	360	20%	629	35%	262	14%	558	31%	1,809
Washington	903	14%	4,485	69%	1,076	16%	69	1%	6,533
West Virginia	16	26%	38	61%	8	13%	--	0%	62
Wisconsin	65	16%	245	62%	84	21%	2	1%	396
Wyoming	111	21%	280	54%	125	24%	7	1%	523
TOTAL	84,870	21%	186,888	47%	101,813	25%	29,952	7%	403,523

-- Indicates information is not available.

Table 22: Migrant Education Program Summer- or Intersession-Term Participation by Service Type (Instructional) and State (2001-02)

State	Reading	English Language Instruction	Math	Science	Social Studies	Vocational	Other Instruction
Alabama	83%	57%	80%	36%	36%	14%	27%
Alaska	100%	0%	26%	0%	0%	0%	0%
Arizona	12%	2%	8%	1%	2%	0%	6%
Arkansas	56%	12%	21%	1%	1%	1%	34%
California	78%	19%	68%	12%	11%	7%	23%
Colorado	32%	15%	32%	7%	7%	3%	9%
Connecticut	64%	0%	10%	0%	0%	0%	75%
Delaware	79%	7%	81%	36%	42%	0%	161%
District of Columbia	100%	25%	100%	0%	0%	0%	0%
Florida	41%	0%	0%	0%	0%	0%	7%
Georgia	49%	10%	49%	49%	11%	1%	49%
Hawaii	48%	43%	4%	0%	2%	3%	34%
Idaho	93%	0%	93%	0%	0%	0%	62%
Illinois	93%	40%	44%	34%	42%	19%	55%
Indiana	52%	27%	49%	47%	53%	21%	58%
Iowa	55%	25%	46%	0%	0%	3%	0%
Kansas	50%	15%	30%	29%	12%	3%	13%
Kentucky	85%	15%	64%	20%	19%	8%	15%
Louisiana	69%	0%	0%	0%	0%	0%	5%
Maine	92%	2%	39%	34%	15%	14%	16%
Maryland	45%	19%	45%	28%	31%	0%	21%
Massachusetts	82%	5%	43%	0%	0%	1%	65%
Michigan	1%	0%	1%	0%	0%	0%	0%
Minnesota	56%	8%	26%	16%	17%	8%	19%
Mississippi	100%	0%	0%	0%	0%	0%	0%
Missouri	89%	25%	27%	0%	0%	0%	253%
Montana	55%	19%	52%	15%	15%	12%	76%
Nebraska	60%	25%	47%	32%	20%	9%	0%
Nevada	0%	0%	0%	0%	0%	0%	0%
New Hampshire	9%	32%	0%	0%	0%	0%	12%
New Jersey	8%	47%	45%	28%	16%	8%	44%
New Mexico	100%	29%	57%	41%	41%	20%	16%
New York	55%	46%	29%	20%	16%	7%	66%
North Carolina	20%	22%	17%	5%	4%	8%	26%
North Dakota	76%	76%	76%	0%	0%	0%	5%
Ohio	75%	18%	24%	14%	13%	0%	20%
Oklahoma	42%	45%	18%	10%	8%	0%	11%
Oregon	74%	41%	68%	44%	24%	5%	300%
Pennsylvania	58%	51%	53%	34%	17%	42%	68%
Puerto Rico	100%	100%	100%	0%	0%	0%	100%
Rhode Island	100%	93%	100%	100%	100%	0%	0%
South Carolina	56%	40%	50%	23%	28%	23%	0%
South Dakota	69%	57%	22%	1%	1%	2%	11%
Tennessee	29%	29%	26%	0%	26%	24%	10%
Texas	31%	2%	25%	25%	18%	0%	26%
Utah	100%	41%	100%	47%	39%	12%	0%
Vermont	85%	2%	6%	20%	2%	0%	14%
Virginia	25%	27%	22%	21%	21%	0%	21%
Washington	100%	18%	51%	9%	8%	2%	65%
West Virginia	100%	58%	100%	100%	100%	0%	0%
Wisconsin	54%	27%	54%	38%	39%	3%	0%
Wyoming	45%	30%	44%	23%	23%	10%	35%

Table 23: Migrant Education Program Summer- or Intersession-Term Participation by Service Type (Support) and State (2001-02)

State	Social Work	Health	Transportation	Other Support
Alabama	100%	20%	20%	18%
Alaska	3%	0%	0%	23%
Arizona	89%	5%	9%	4%
Arkansas	3%	20%	2%	45%
California	47%	33%	21%	15%
Colorado	6%	28%	23%	24%
Connecticut	49%	0%	13%	0%
Delaware	100%	100%	100%	83%
District of Columbia	100%	0%	0%	0%
Florida	0%	7%	9%	10%
Georgia	72%	58%	77%	3%
Hawaii	0%	0%	10%	0%
Idaho	24%	0%	40%	75%
Illinois	83%	64%	52%	7%
Indiana	80%	27%	24%	0%
Iowa	21%	0%	11%	23%
Kansas	24%	3%	18%	2%
Kentucky	44%	5%	14%	0%
Louisiana	8%	0%	1%	13%
Maine	82%	37%	26%	57%
Maryland	82%	0%	56%	0%
Massachusetts	100%	21%	100%	100%
Michigan	0%	0%	0%	0%
Minnesota	100%	44%	27%	12%
Mississippi	0%	0%	0%	0%
Missouri	0%	97%	23%	151%
Montana	99%	32%	52%	3%
Nebraska	8%	18%	35%	21%
Nevada	0%	0%	0%	100%
New Hampshire	53%	33%	0%	13%
New Jersey	88%	56%	50%	42%
New Mexico	0%	31%	59%	0%
New York	63%	9%	15%	66%
North Carolina	19%	14%	21%	81%
North Dakota	0%	74%	78%	83%
Ohio	100%	17%	33%	34%
Oklahoma	1%	9%	17%	25%
Oregon	25%	37%	73%	138%
Pennsylvania	98%	16%	35%	2%
Puerto Rico	100%	0%	100%	100%
Rhode Island	100%	0%	100%	0%
South Carolina	39%	50%	40%	20%
South Dakota	4%	4%	51%	0%
Tennessee	11%	44%	27%	32%
Texas	78%	2%	7%	40%
Utah	54%	86%	50%	0%
Vermont	4%	0%	1%	7%
Virginia	69%	17%	28%	42%
Washington	0%	9%	14%	7%
West Virginia	100%	100%	100%	100%
Wisconsin	49%	1%	48%	13%
Wyoming	11%	30%	30%	17%

Table 24: Migrant Education Program Number of Summer- or Intersession-Term FTE Days and FTE Counts of Instructional and Noninstructional Staff (2001-02)

State	FTE Days	Instructional Staff		Noninstructional Staff		Total
	Count	Count	Percent	Count	Percent	Count
Alabama	31	36	55%	29	45%	64
Alaska	90	56	80%	14	20%	70
Arizona	20	250	80%	63	20%	314
Arkansas	20	41	98%	1	2%	42
California	30	2,933	73%	1,101	27%	4,034
Colorado	24	315	70%	134	30%	449
Connecticut	25	53	54%	44	46%	97
Delaware	30	29	87%	4	13%	33
District of Columbia	26	45	83%	9	17%	54
Florida	30	80	75%	26	25%	106
Georgia	21	457	80%	117	20%	574
Hawaii	20	8	49%	9	51%	17
Idaho	25	110	75%	36	25%	146
Illinois	30	186	68%	86	32%	271
Indiana	30	171	60%	116	40%	286
Iowa	20	78	90%	9	10%	88
Kansas	20	126	74%	44	26%	170
Kentucky	20	232	77%	69	23%	301
Louisiana	30	13	22%	44	78%	57
Maine	40	119	83%	25	17%	143
Maryland	30	66	79%	18	21%	84
Massachusetts	30	157	80%	38	20%	195
Michigan	30	29	83%	6	17%	35
Minnesota	20	174	65%	93	35%	267
Mississippi	37.5	5	21%	17	79%	22
Missouri	20	4	17%	22	83%	27
Montana	30	86	50%	85	50%	171
Nebraska	20	180	76%	56	24%	236
Nevada	0	--	0%	<1	100%	--
New Hampshire	43	--	0%	2	100%	2
New Jersey	33	104	45%	125	55%	229
New Mexico	30	21	93%	2	7%	23
New York	30	201	70%	85	30%	286
North Carolina	30	210	63%	121	37%	332
North Dakota	35	48	71%	20	29%	68
Ohio	30	150	65%	82	35%	232
Oklahoma	40	48	78%	13	22%	62
Oregon	20	398	82%	87	18%	485
Pennsylvania	30	203	71%	81	29%	285
Puerto Rico	20	53	41%	75	59%	128
Rhode Island	30	5	63%	3	38%	8
South Carolina	20	57	69%	25	31%	82
South Dakota	20	41	94%	3	6%	43
Tennessee	25	39	61%	26	39%	65
Texas	45	1,331	45%	1,602	55%	2,933
Utah	30	375	79%	98	21%	472
Vermont	54	9	73%	3	27%	13
Virginia	31	45	61%	29	39%	74
Washington	30	28	42%	38	58%	65
West Virginia	25	3	42%	4	58%	7
Wisconsin	30	40	65%	21	35%	61
Wyoming	20	42	54%	36	46%	78
TOTAL		9,488	66%	4,896	34%	14,384

-- Indicates information is not available.

Table 25: Migrant Education Program Total Number of Summer- or Intersession-Term FTE Staff by State (1998-99 Through 2001-02)

State	1998-99	1999-00	2000-01	2001-02	Change from 1998-99 to 2001-02	Percent Change
Alabama	89	59	78	64	-25	-28%
Alaska	72	80	113	70	-2	-2%
Arizona	70	226	250	314	244	348%
Arkansas	53	74	53	42	-11	-21%
California	3,138	3,335	4,049	4,034	896	29%
Colorado	386	378	402	449	63	16%
Connecticut	111	100	78	97	-14	-13%
Delaware	91	55	52	33	-58	-63%
District of Columbia	20	27	21	54	34	170%
Florida	263	109	59	106	-157	-60%
Georgia	439	461	400	574	136	31%
Hawaii	9	25	21	17	8	91%
Idaho	430	400	327	146	-284	-66%
Illinois	228	243	281	271	43	19%
Indiana	261	281	269	286	25	10%
Iowa	37	58	137	88	50	135%
Kansas	293	314	314	170	-124	-42%
Kentucky	601	485	392	301	-299	-50%
Louisiana	82	84	46	57	-26	-31%
Maine	26	95	142	143	117	444%
Maryland	85	84	89	84	-1	-2%
Massachusetts	273	270	59	195	-78	-28%
Michigan	1,044	946	829	35	-1,009	-97%
Minnesota	290	250	249	267	-23	-8%
Mississippi	11	9	21	22	11	108%
Missouri	33	20	26	27	-6	-19%
Montana	117	138	142	171	53	45%
Nebraska	255	472	201	236	-19	-8%
Nevada	9	6	3	--	-9	-99%
New Hampshire	2	2	2	2	0	0%
New Jersey	186	218	10	229	43	23%
New Mexico	109	38	20	23	-87	-79%
New York	262	321	286	286	25	9%
North Carolina	331	385	377	332	1	0%
North Dakota	88	76	63	68	-20	-23%
Ohio	196	191	254	232	36	18%
Oklahoma	57	67	77	62	5	8%
Oregon	588	716	559	485	-103	-17%
Pennsylvania	384	438	275	285	-99	-26%
Puerto Rico	--	--	--	128	128	--
Rhode Island	8	9	2	8	0	0%
South Carolina	101	80	85	82	-19	-19%
South Dakota	32	18	44	43	11	33%
Tennessee	27	48	47	65	38	139%
Texas	1,406	1,462	1,871	2,933	1,527	109%
Utah	269	422	391	472	203	76%
Vermont	22	9	11	13	-10	-44%
Virginia	129	94	75	74	-56	-43%
Washington	31	38	31	65	35	112%
West Virginia	4	6	7	7	3	90%
Wisconsin	60	59	97	61	1	2%
Wyoming	54	69	71	78	24	44%
TOTAL	13,208	13,850	13,758	14,384	1,221	9%

-- Indicates information is not available.

Table 26: Migrant Education Program Projects (1999-2000 Through 2001-02)

Term	1999-00		2000-01		2001-02		Percent Change from 1999-2000 to 2001-02
	Number	Percent	Number	Percent	Number	Percent	
Regular Term Only	5,247	41%	4,701	39%	4,239	38%	-20%
Regular Term Extended Time	1,913	15%	1,926	16%	1,605	14%	-16%
Summer/Intersession- Term Only	1,710	13%	1,608	13%	1,781	16%	4%
Multiterm	4,011	31%	3,813	32%	3,427	31%	-20%
Total	12,881	100%	12,048	100%	11,142	100%	-14%

Table 27: Title I Migrant Education Program Project Types by State (2001-02)

State	Number of Multiterm Sites	Number of Summer/Inter-session Term Only Sites	Number of Regular-Term Extended-Time Sites	Number of Regular-Term Sites	Percent of Regular-Term Only Sites with Extended-Time Projects
Alabama	12	1	0	14	0%
Alaska	9	19	73	95	77%
Arizona	18	96	60	198	30%
Arkansas	25	4	0	53	0%
California	821	242	610	1,094	56%
Colorado	0	33	0	8	0%
Connecticut	5	13	10	42	24%
Delaware	0	2	0	2	0%
District of Columbia	0	4	0	0	0%
Florida	35	101	121	124	98%
Georgia	58	21	1	35	3%
Hawaii	11	3	2	6	33%
Idaho	413	71	40	302	13%
Illinois	7	8	0	0	0%
Indiana	77	71	1	69	1%
Iowa	11	1	0	11	0%
Kansas	28	1	23	103	22%
Kentucky	124	0	0	3	0%
Louisiana	11	0	0	2	0%
Maine	0	64	0	58	0%
Maryland	1	2	0	0	0%
Massachusetts	0	5	0	0	0%
Michigan	35	3	2	7	29%
Minnesota	0	16	0	28	0%
Mississippi	0	10	0	12	0%
Missouri	0	18	0	31	0%
Montana	12	0	0	1	0%
Nebraska	18	24	76	48	158%
Nevada	0	0	2	13	15%
New Hampshire	1	0	0	0	0%
New Jersey	0	0	19	57	33%
New Mexico	0	10	0	21	0%
New York	11	0	0	0	0%
North Carolina	29	129	28	421	7%
North Dakota	0	5	0	0	0%
Ohio	8	14	0	4	0%
Oklahoma	49	0	18	46	39%
Oregon	794	200	8	594	1%
Pennsylvania	0	94	185	0	0%
Puerto Rico	0	0	14	0	0%
Rhode Island	0	3	3	0	0%
South Carolina	3	12	0	12	0%
South Dakota	9	0	11	20	55%
Tennessee	0	10	0	20	0%
Texas	566	398	289	1,662	17%
Utah	0	25	0	0	0%
Vermont	5	4	0	5	0%
Virginia	20	36	9	81	11%
Washington	192	0	0	607	0%
West Virginia	0	1	0	13	0%
Wisconsin	9	3	0	12	0%
Wyoming	0	4	0	4	0%
Total	3,427	1,781	1,605	5,938	27%

Table 28: Percentage of All Students and Migrant Students at or Above Proficient on State Assessments (2002-03)

State	State Percentage of all migrant students	Third Grade				Tenth Grade			
		Reading		Mathematics		Reading		Mathematics	
		All students	Migrant students	All students	Migrant students	All students	Migrant students	All students	Migrant students
Alabama***	1%	55	32	58	61	59	39	56	45
Alaska	1%	74	44	72	48	70	44	70	52
Arizona	2%	64	33	57	37	52	21	32	10
Arkansas*	2%	61	47	60	50	41	13	43	17
California	34%	33	10	45	25	48	17	39	17
Colorado	2%	92	81	87	67	88	59	63	21
District of Columbia	0%	48	51	60	61	30	40	44	57
Florida	6%	64	34	64	41	32	9	52	30
Georgia*	3%	80	58	74	57	95	84	92	78
Hawaii	0%	43	21	24	12	40	20	18	8
Idaho*	1%	75	39	77	51	75	32	71	38
Illinois	1%	60	34	73	48	56	16	53	11
Indiana	1%	74	39	71	50	69	26	67	26
Iowa*	1%	76	44	75	49	77	26	79	37
Kansas**	2%	69	51	74	52	61	46	46	13
Kentucky*	2%	62	47	38	19	31	12	33	21
Louisiana*	1%	61	51	60	56	53	42	59	59
Maine*	1%	49	--	28	20	46	16	20	<5
Maryland	0%	58	31	65	52	61	33	43	--
Massachusetts	0%	63	20	40	17	61	23	51	17
Michigan	1%	58	31	65	52	61	33	43	--
Minnesota	1%	76	36	74	38	--	--	--	--
Mississippi	0%	81	62	89	77	35	38	45	64
Missouri	1%	34	23	37	21	22	5	12	7
Montana*	0%	77	62	75	65	78	50	77	37
Nebraska*	2%	83	60	82	63	77	33	65	32
Nevada	0%	51	16	51	16	81	77	55	27
New Jersey*	0%	78	37	68	39	80	61	66	37
New Mexico	0%	65	31	67	46	68	39	64	38
North Carolina	2%	80	59	87	75	64	27	69	44
Ohio*	1%	66	27	59	25	87	45	71	35
Oklahoma	1%	58	51	53	43	56	28	13	6
Oregon	3%	83	50	78	48	52	12	45	12
Pennsylvania**	2%	58	25	56	29	59	15	49	17
Puerto Rico	2%	53	50	59	58	54	50	35	35
South Carolina	0%	44	20	33	13	29	11	31	15
South Dakota	0%	73	46	64	46	57	31	69	38
Tennessee	1%	81	48	80	57	89	61	77	94
Texas	16%	89	78	89	84	81	63	73	56
Utah	0%	77	67	75	66	74	51	37	23
Virginia	0%	72	35	83	56	92	76	80	73
Washington*	5%	67	30	55	24	60	29	40	16
Wisconsin	0%	81	46	71	32	71	26	69	27
Wyoming*	0%	41	<5	37	22	54	<5	44	<5

Exhibit reads: Migrant students made up 1 percent of Alabama’s student population in 2000-01.

Source: U.S. Department of Education, Policy and Program Studies Service, 2002-03.

Grade Reported: Third-grade achievement data were used for elementary school results and high school achievement data were used for secondary schools unless otherwise noted.

* Indicates fourth-grade data.

** Indicates fifth-grade data.

*** Indicates Eighth-grade data.

State Profiles

All information except for achievement data is reported for the 2001-02 school year.
Achievement data is reported for 2002-03.

ALABAMA 2001-02

State Summary

Alabama has less than 1 percent of all eligible and participating migrant children for at least part of the year. While 89 percent of migrants are Hispanic nationally, Alabama has a variety of ethnic groups represented. Alabama's Hispanic migrant student population is 41 percent. The white (30 percent) and black (25 percent) students make up more than half of the state's migrant student population.

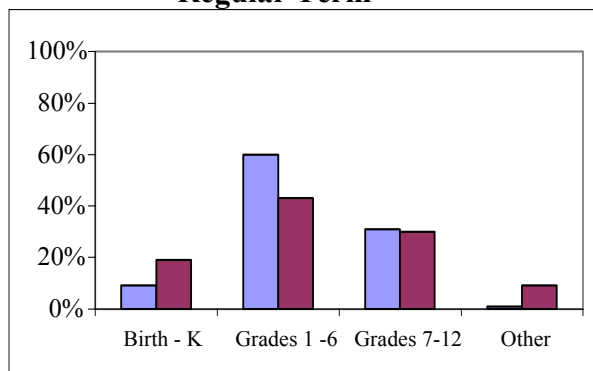
A higher percentage of Alabama students participate in instructional services than the national average. Three-fourths of migrant children in MEP participate in reading or language arts (78 percent) and limited English proficiency (78 percent) services during the regular-term in Alabama. This compares with 30 percent and 14 percent at the national level, respectively.

Eligible and Participating Migrant Students

	Trend for Alabama			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	7,679	7,844	8,930	872,732
Summer/Intersession	2,106	1,736	1,827	390,747
Participants				
Regular-Term	6,302	7,027	6,948	645,952
Summer/Intersession	2,166	3,156	1,856	405,964

Migrant Students in MEP-Funded Programs by Grade or Age Group

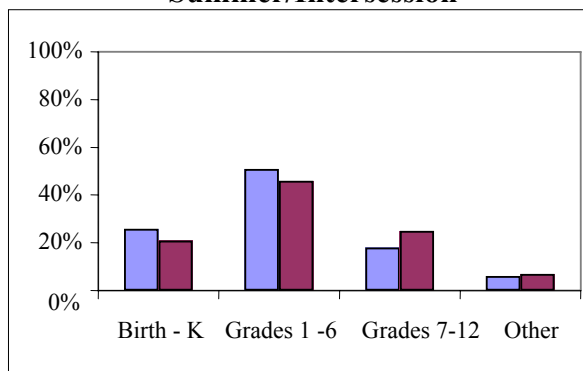
Regular Term



Alabama (6,948)

National (645,952)

Summer/Intersession



Alabama (1,856)

National (645,952)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Alabama (7,109)	National (767,472)
Males	57%	53%
Females	43%	47%
Ethnicity		
American Indian/Alaskan Native	3%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	25%	2%
Hispanic	41%	89%
White (not of Hispanic origin)	30%	6%
Other	0%	0%

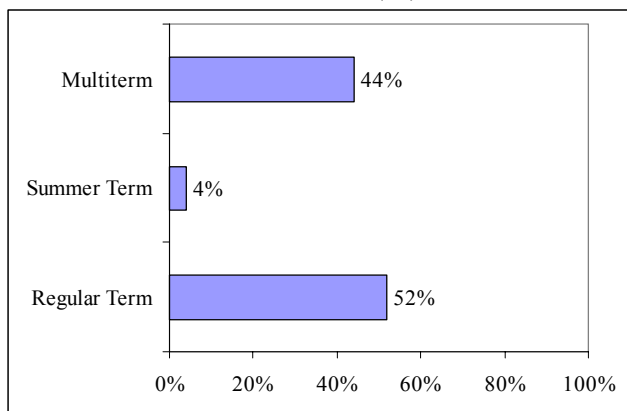
ALABAMA 2001-02

Migrant Students Participating in MEP Services by School Term Type

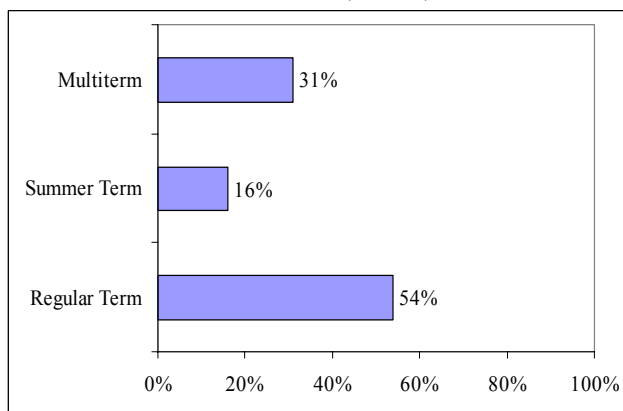
	Alabama		National	
	Regular Term (6,948)	Summer/Intersession (1,856)	Regular Term (645,952)	Summer/Intersession (405,964)
<u>Instructional Services</u>				
Reading/Language Arts	78%	83%	30%	60%
English for LEP Children (ESL)	78%	57%	14%	17%
Mathematics	50%	80%	19%	47%
Science	10%	36%	7%	13%
Social Studies	10%	36%	7%	13%
Vocational/Career	6%	14%	4%	6%
Other	3%	27%	18%	32%
<u>Support Services</u>				
Supporting Guidance/Advocacy	41%	87%	21%	22%
Social Work, Outreach, or Advocacy	100%	100%	55%	49%
Health, Dental, and Eye Care	21%	20%	14%	22%
Transportation	7%	20%	7%	21%
Other	3%	18%	23%	24%

MEP-Funded Project Sites

Alabama (27)

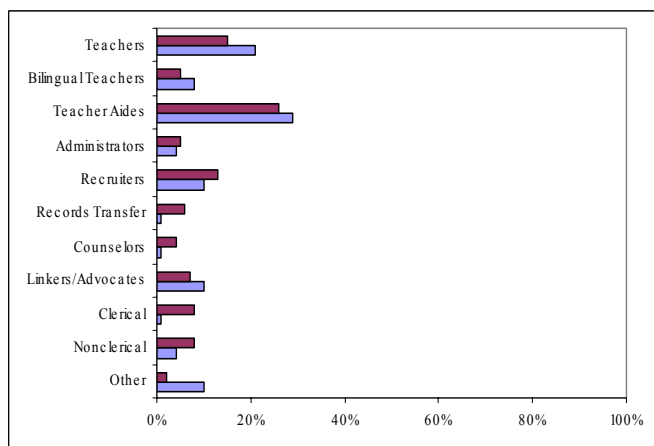


National (11,142)



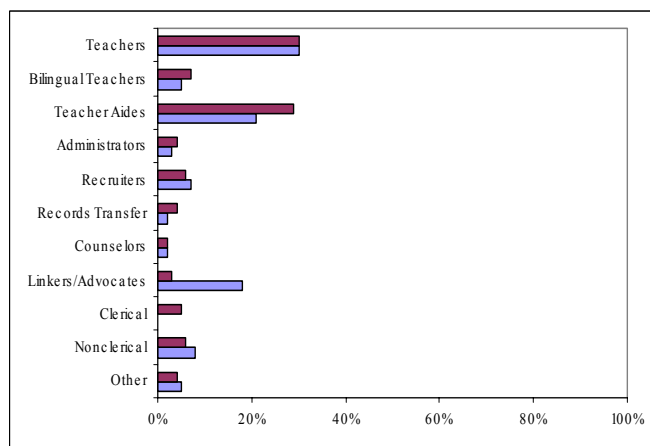
MEP-Funded FTE Staff by Term

Regular Term



■ Alabama Staff (105)
 ■ National Staff (9,422)

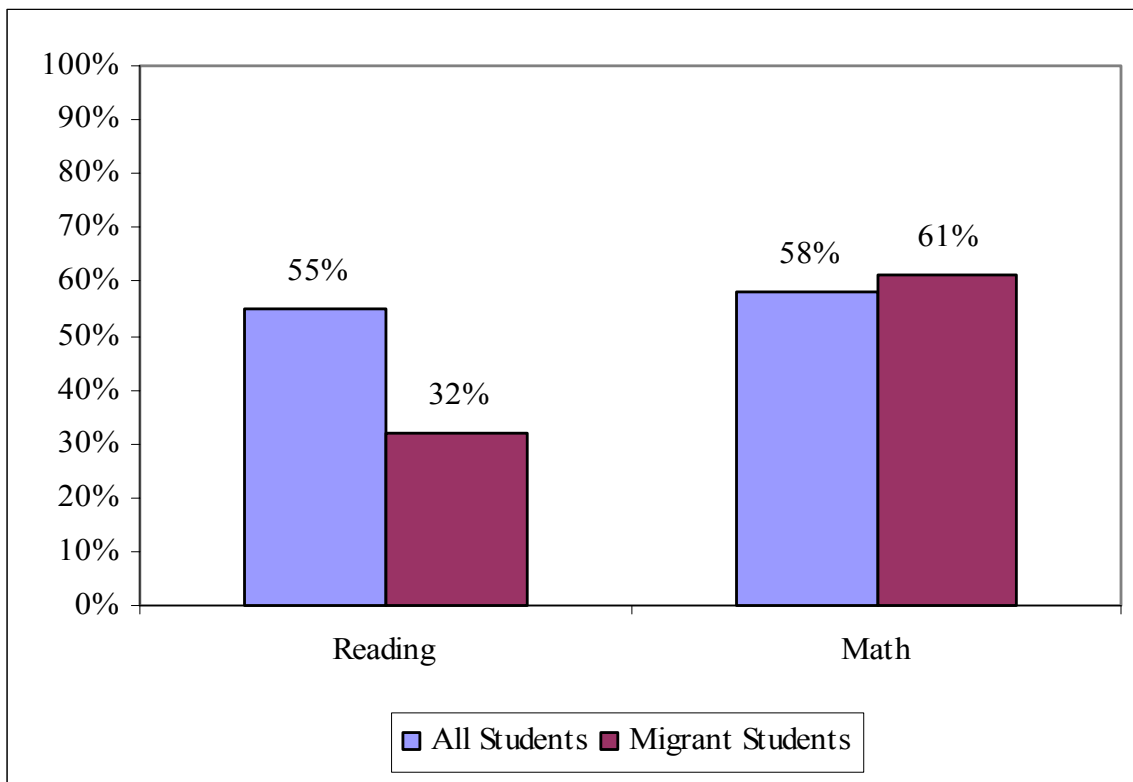
Summer/Intersession Term



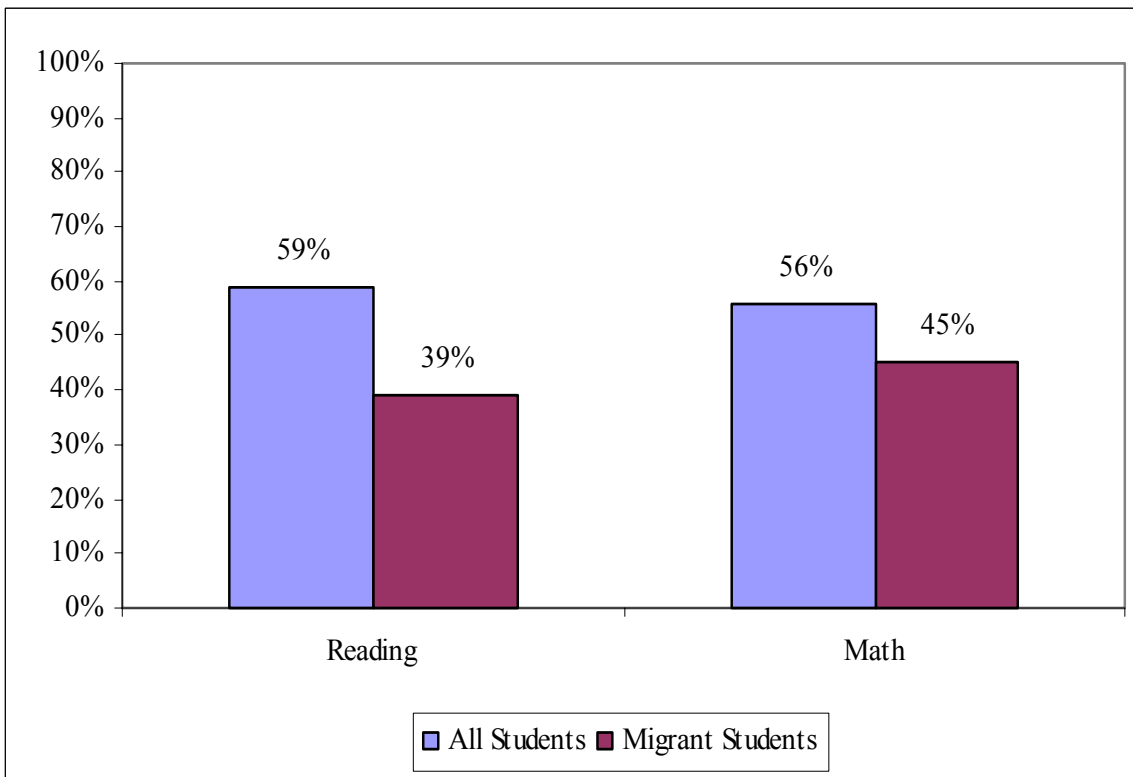
■ Alabama Staff (64)
 ■ National Staff (14,384)

ALABAMA 2002-03

Percent of Fifth-Grade Students Scoring At or Above Proficient in Alabama, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Alabama, 2002-03



ALASKA 2001-02

State Summary

Alaska has about 1 percent of all eligible and participating migrant children for at least part of the year. The overwhelming majority of the migrant student population is comprised of American Indians and Alaskan Natives (77 percent). In comparison, one percent of migrant students are American Indians or Alaskan Natives nationally. Only 1 percent of migrant students in Alaska are Hispanic, compared to 89 percent nationally.

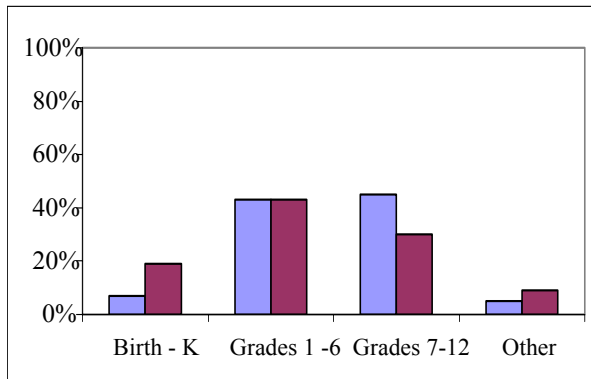
More than half of the migrant children participate in reading or language arts (63 percent) and over a quarter of the children received mathematics (27 percent) instructional services during the regular-term. This compares with 30 percent and 19 percent nationally. Additionally, nearly 50 percent of MEP funded staff in the regular-term were recruiters, compared with 13 percent nationally.

Eligible and Participating Migrant Children

	Trend for Alaska			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	12,306	11,986	11,455	872,732
Summer/Intersession	1,687	1,742	1,364	390,747
Participants				
Regular-Term	8,497	8,442	7,823	645,952
Summer/Intersession	1,705	1,799	1,369	405,964

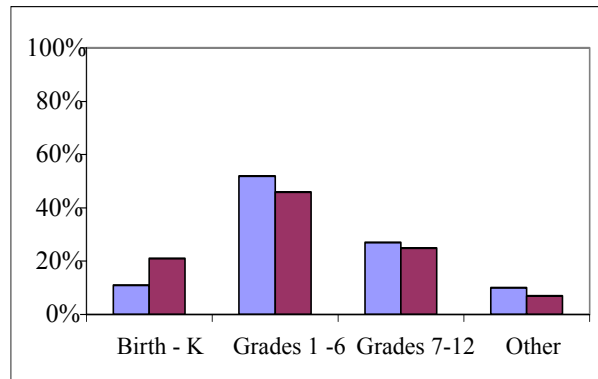
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Alaska (7,823) National (645,952)

Summer/Intersession



Alaska (1,369) National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Alaska (7,823)	National (767,472)
Males	55%	53%
Females	45%	47%
American Indian/Alaskan Native	77%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	1%	89%
White (not of Hispanic origin)	20%	6%
Other	0%	0%

ALASKA 2001-02

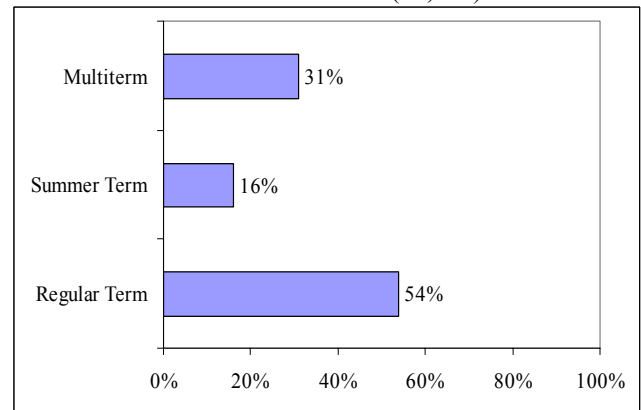
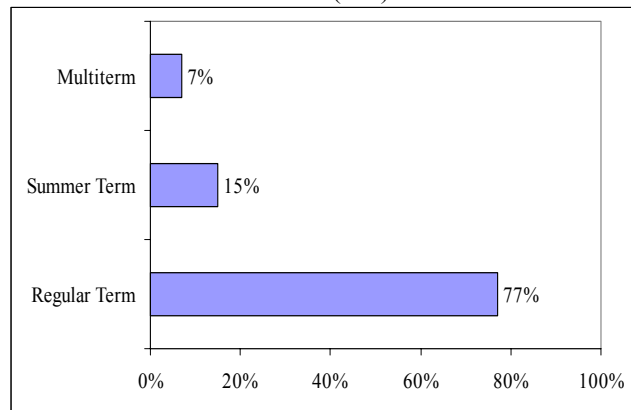
Migrant Students Participating in MEP Services by School Term Type

	Alaska		National	
	Regular Term (7,823)	Summer/Intersession (1,369)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	63%	100%	30%	60%
English for LEP Children (ESL)	0%	0%	14%	17%
Mathematics	27%	26%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	6%	0%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	13%	2%	21%	22%
Social Work, Outreach, or Advocacy	100%	13%	55%	49%
Health, Dental, and Eye Care	21%	0%	14%	22%
Transportation	7%	0%	7%	21%
Other	3%	96%	23%	24%

Alaska (123)

MEP-Funded Project Sites

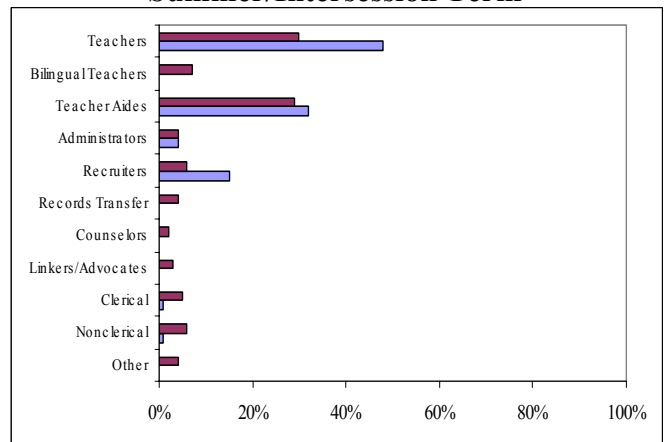
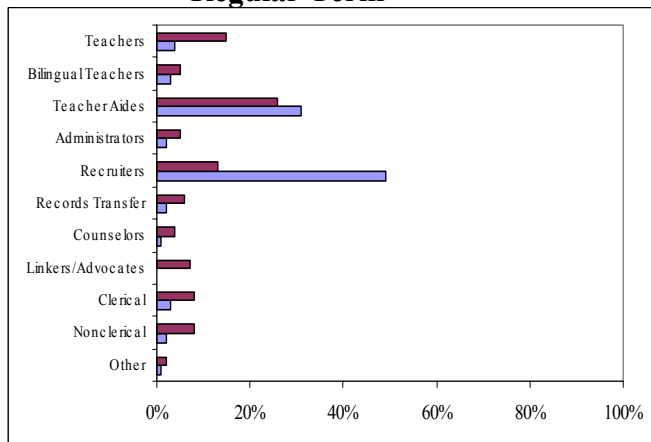
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

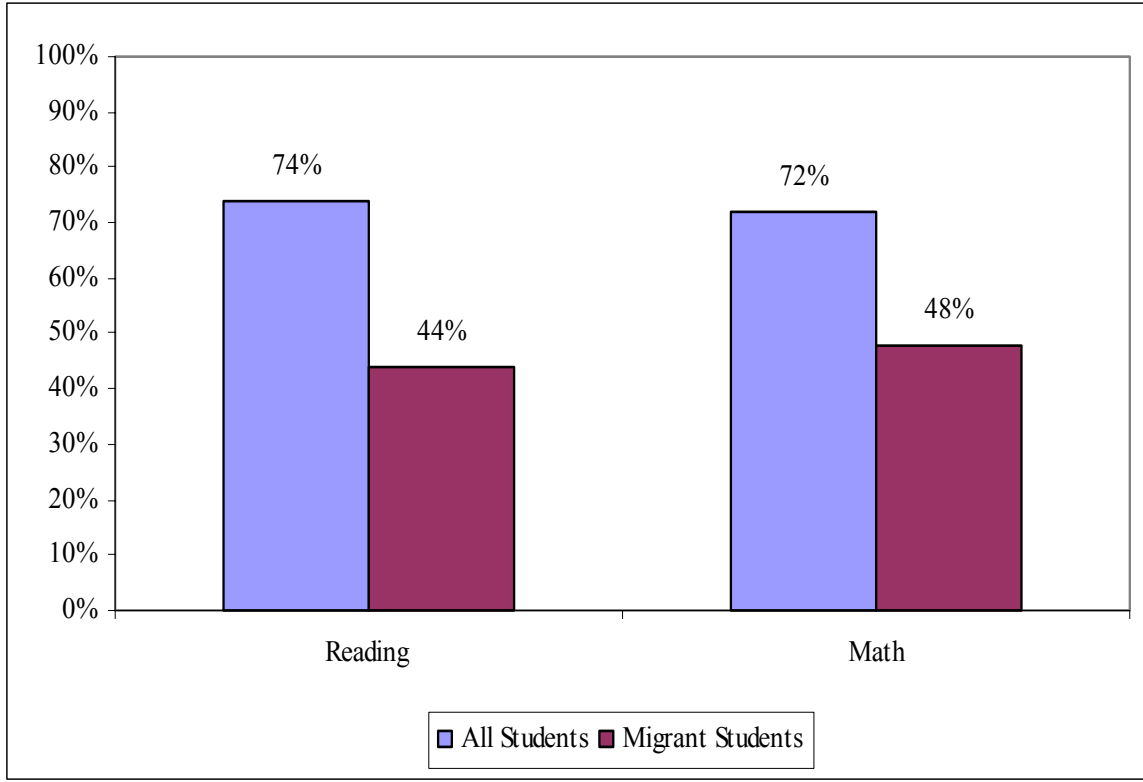
■ Alaska Staff (245)

■ National Staff (14,384)

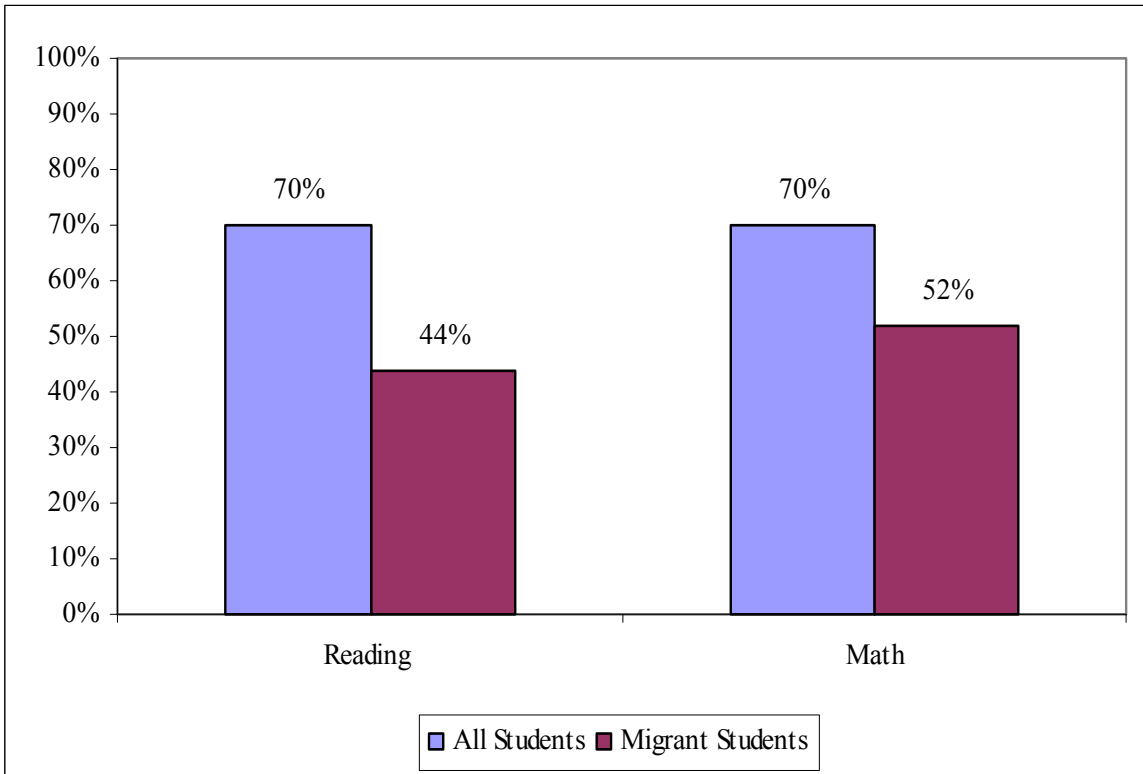
■ Alaska Staff (70)

ALASKA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Alaska, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Alaska, 2002-03



ARIZONA 2001-02

State Summary

Arizona has about 2 percent of all eligible and participating migrant children for at least part of the year. The migrant student population in Arizona is almost exclusively Hispanic (99 percent), which is greater than the national average (89 percent).

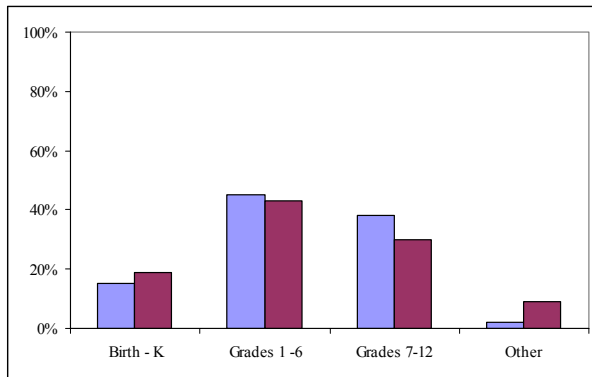
In the summer term Arizona provided instructional services to a smaller percentage of students than the national average, for example 12 percent of Arizona MEP students received reading or language art services in the summer term compared with 60 percent nationally. Arizona focused on support services in both terms. Eighty-nine percent of students in the summer term received social type services compared with 49 percent nationally. Arizona employs a higher percentage of teacher aids than the national average of 26 percent.

Eligible and Participating Migrant Children

	Trend for Arizona			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	18,460	18,345	18,368	872,732
Summer/Intersession	8,066	8,977	8,812	390,747
Participants				
Regular Term	14,090	14,807	14,739	645,952
Summer/Intersession	8,071	8,980	8,815	405,964

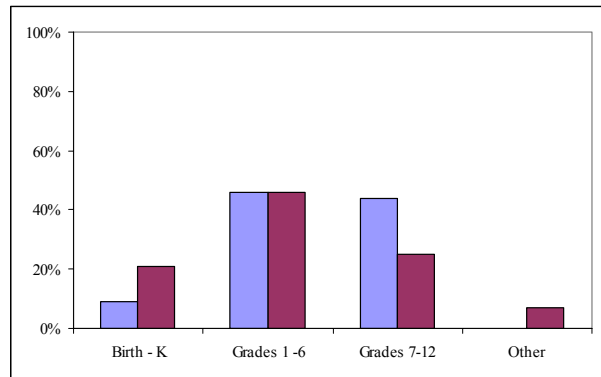
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Arizona (14,739) ■ National (645,952)

Summer/Intersession



■ Arizona (8,815) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

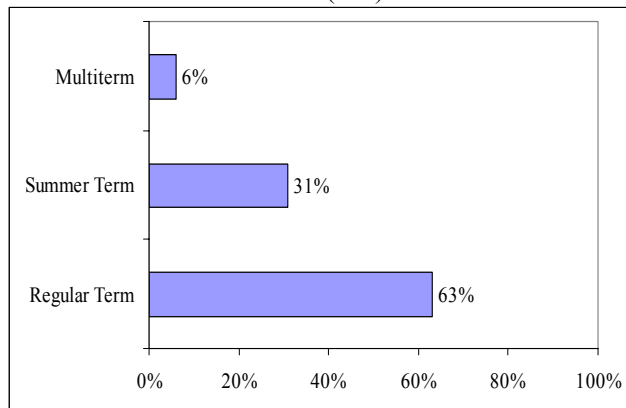
	Arizona (15,313)	National (767,472)
Males	50%	53%
Females	50%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

ARIZONA 2001-02

Migrant Students Participating in MEP Services by School Term Type

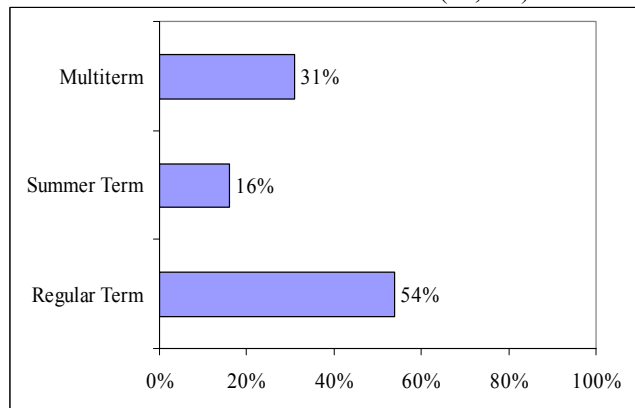
	Arizona		National	
	Regular Term (14,739)	Summer/Intersession (8,815)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	32%	12%	30%	60%
English for LEP Children (ESL)	21%	2%	14%	17%
Mathematics	25%	8%	19%	47%
Science	9%	1%	7%	13%
Social Studies	9%	2%	7%	13%
Vocational/Career	6%	0%	4%	6%
Other	13%	6%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	20%	8%	21%	22%
Social Work, Outreach, or Advocacy	99%	89%	55%	49%
Health, Dental, and Eye Care	27%	5%	14%	22%
Transportation	7%	9%	7%	21%
Other	9%	4%	23%	24%

Arizona (312)



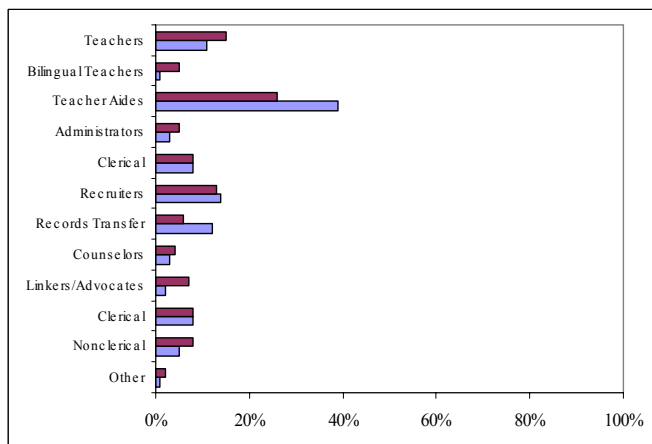
MEP-Funded Project Sites

National (11,142)

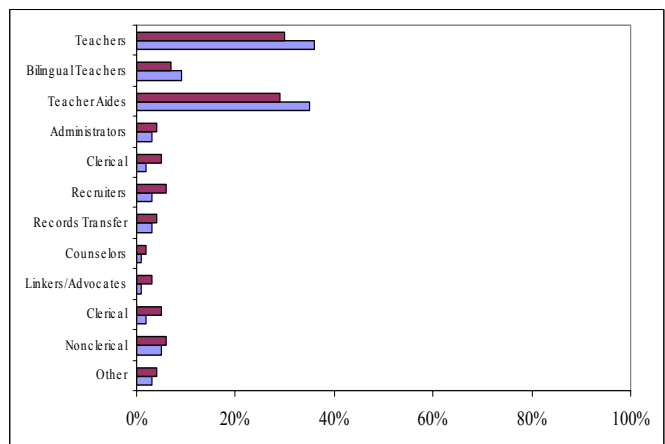


MEP-Funded FTE Staff by Term

Regular-Term



Summer/Intersession-Term



■ National Staff (9,422)

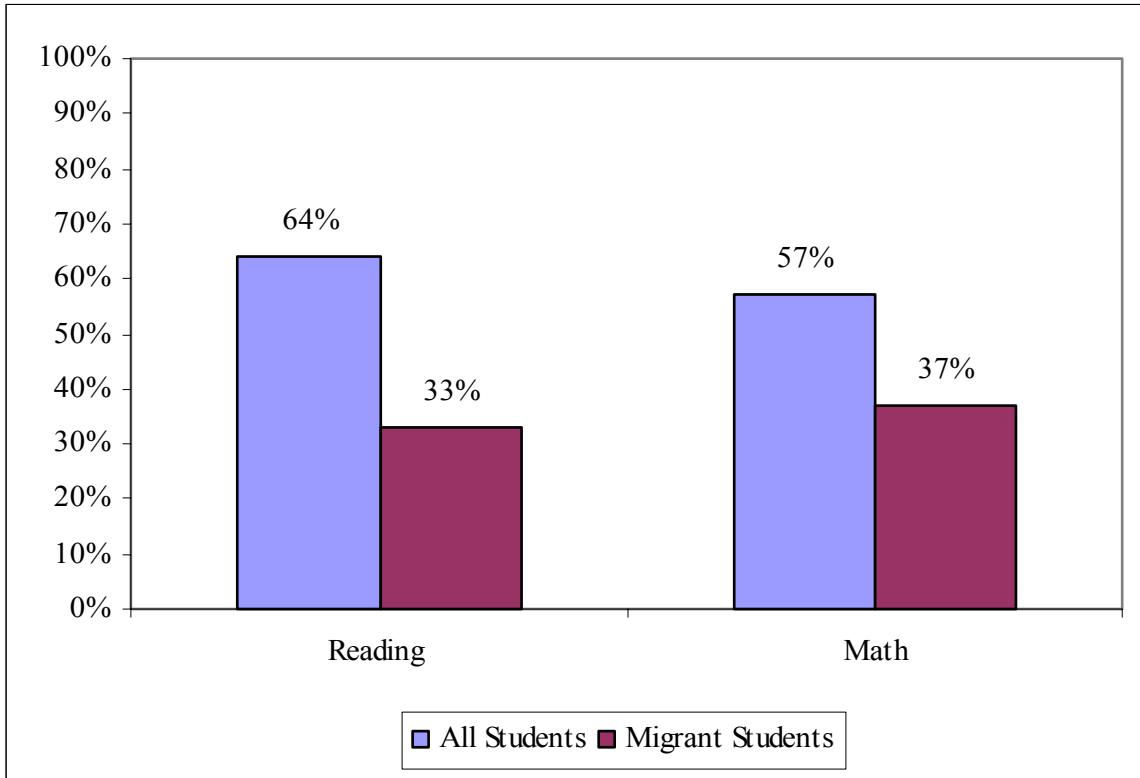
■ Arizona Staff (169)

■ National Staff (14,384)

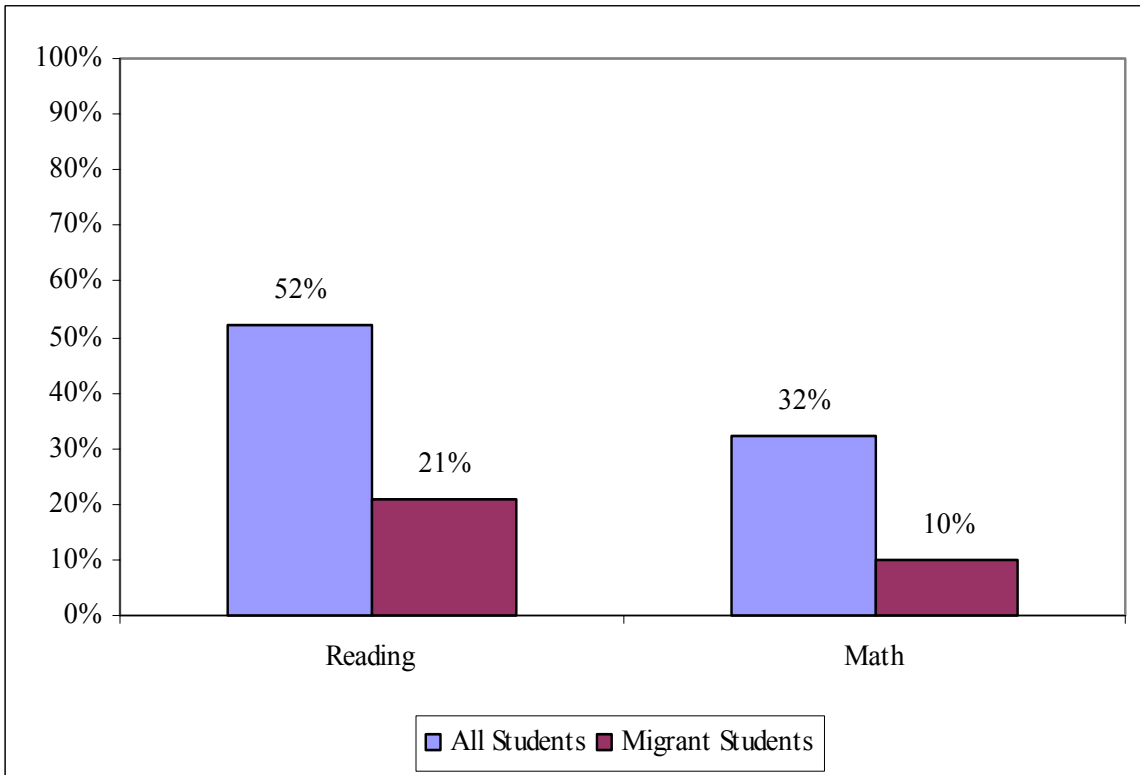
■ Arizona Staff (314)

ARIZONA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Arizona, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Arizona, 2002-03



ARKANSAS 2001-02

State Summary

Arkansas has about 2 percent of all eligible and participating migrant children for at least part of the year. The number of participating migrant children has increased in the regular term from 10,514 in 1999-2000 to 12,477 in 2001-02. Nearly one-third of migrant students in Arkansas are white (29 percent), while Hispanics make up 65 percent of the population. Hispanics are 89 percent of the population nationally.

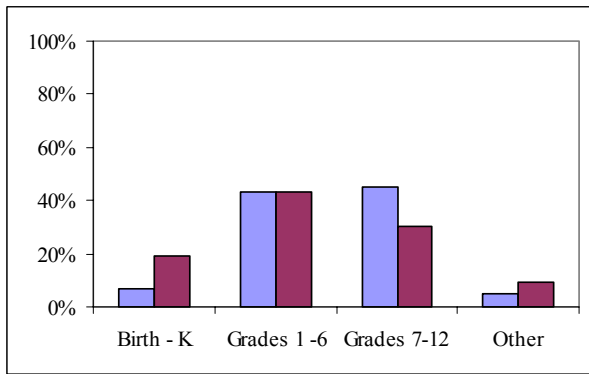
Arkansas provided a higher proportion of students with both instructional and noninstructional services compared to the national average. Nearly 68 percent of migrant students in Arkansas received health support services, five times greater than the national average. Arkansas provides a higher percentage of teacher aids in both terms than the nation (77 percent versus 26 percent for the regular term).

Eligible and Participating Migrant Children*

	Trend for Arkansas			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	15,982	17,152	18,426	872,732
Summer/Intersession	1,691	1,569	1,558	390,747
Participants				
Regular Term	10,514	11,416	12,477	645,952
Summer/Intersession	1,744	1,573	1,628	405,964

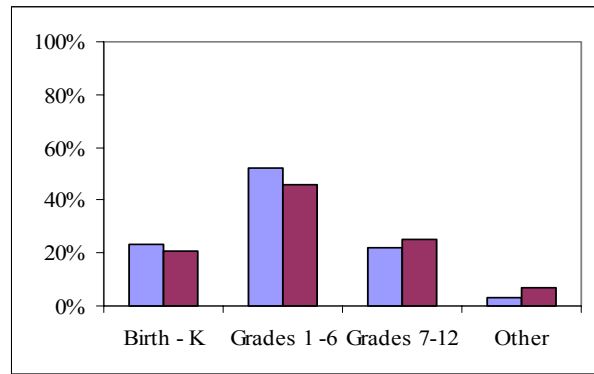
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Arkansas (12,477) National (645,952)

Summer/Intersession



Arkansas (1,628) National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Arkansas (12,477)	National (767,472)
Males	53%	53%
Females	47%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2%	2%
Black (not of Hispanic origin)	3%	2%
Hispanic	65%	89%
White (not of Hispanic origin)	29%	6%
Other	0%	0%

* Updated state information.

ARKANSAS 2001-02

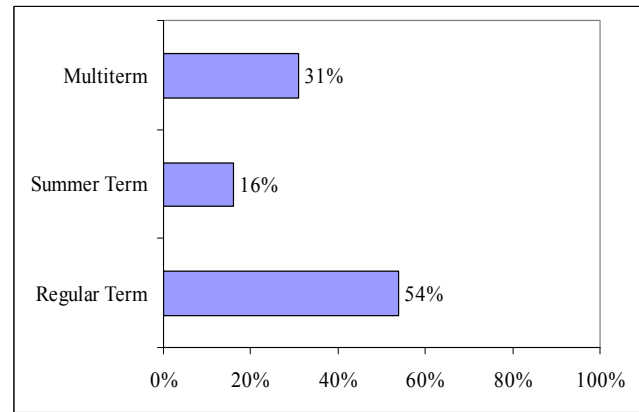
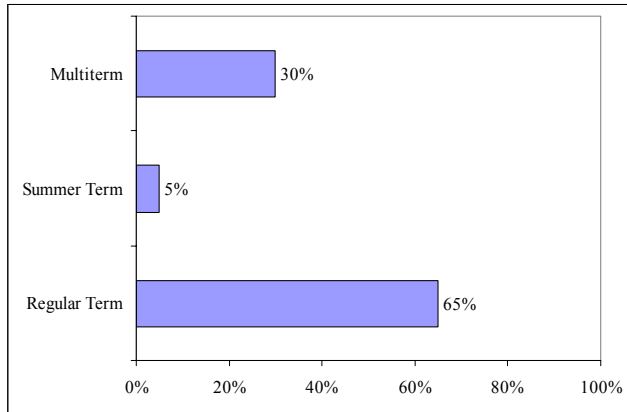
Migrant Students Participating in MEP Services by School Term Type

	Arkansas		National	
	Regular Term (12,477)	Summer/Intersession (1,628)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	63%	22%	30%	60%
English for LEP Children (ESL)	8%	5%	14%	17%
Mathematics	40%	8%	19%	47%
Science	8%	0%	7%	13%
Social Studies	6%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	80%	14%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	1%	21%	22%
Social Work, Outreach, or Advocacy	5%	1%	55%	49%
Health, Dental, and Eye Care	68%	8%	14%	22%
Transportation	14%	1%	7%	21%
Other	131%	18%	23%	24%

Arkansas (82)

MEP-Funded Project Sites

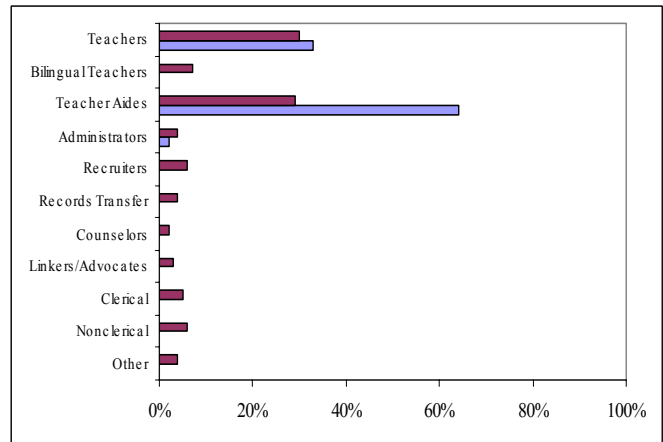
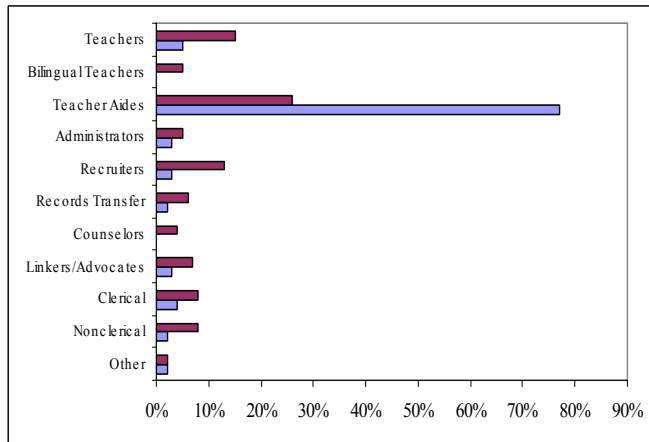
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

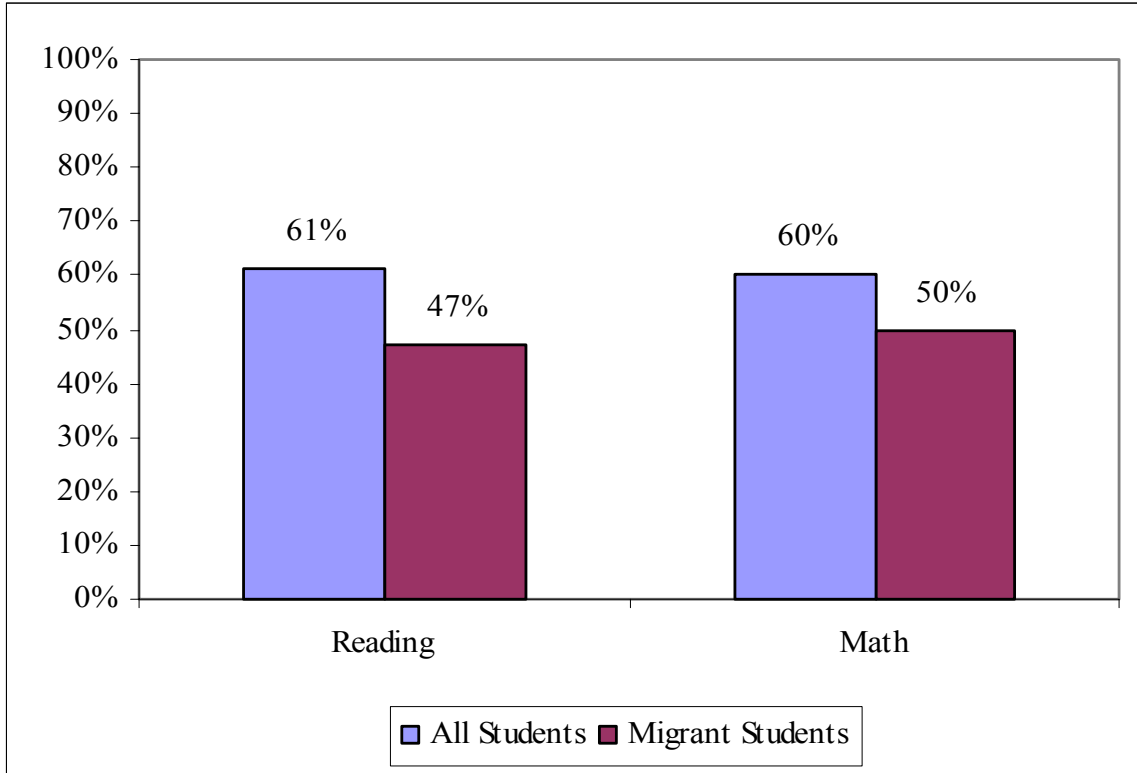
■ Arkansas Staff (190)

■ National Staff (14,384)

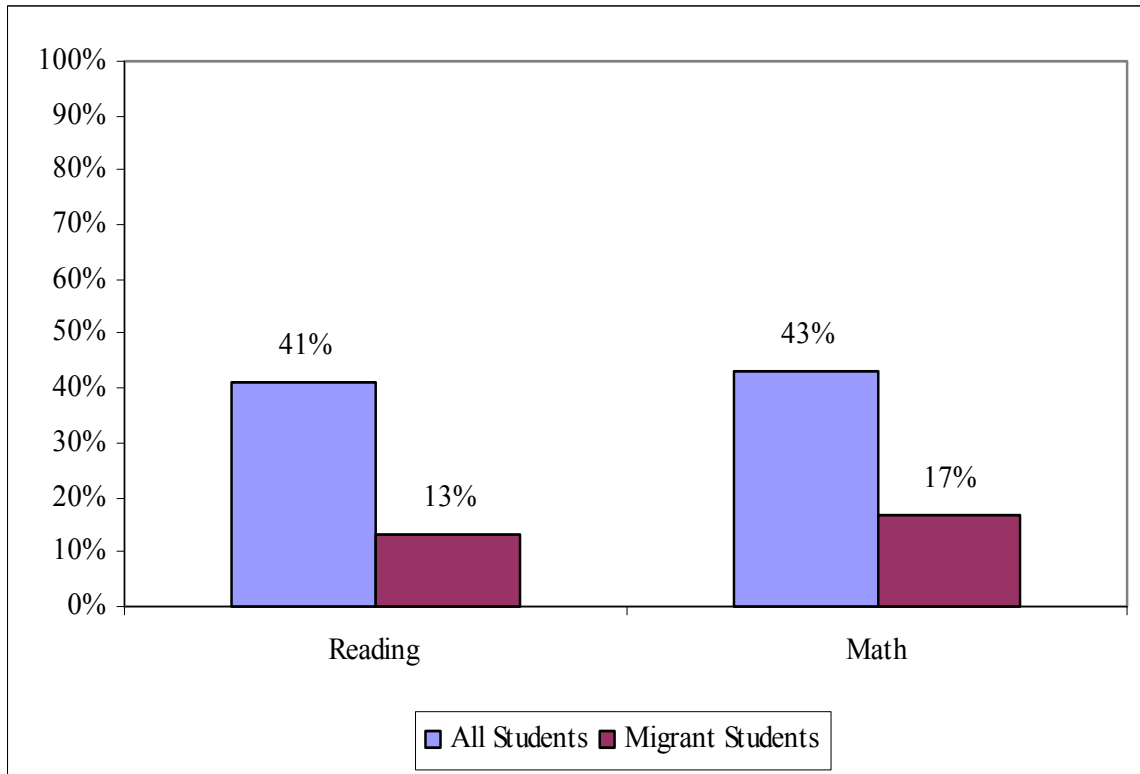
■ Arkansas Staff (42)

ARKANSAS 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Arkansas, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Arkansas, 2002-03



CALIFORNIA 2001-02

State Summary

At 32 percent, California has the largest eligible and participating migrant student population in the nation. For example, 97 percent of California's migrant population is of Hispanic ethnicity as compared to 89 percent nationally.

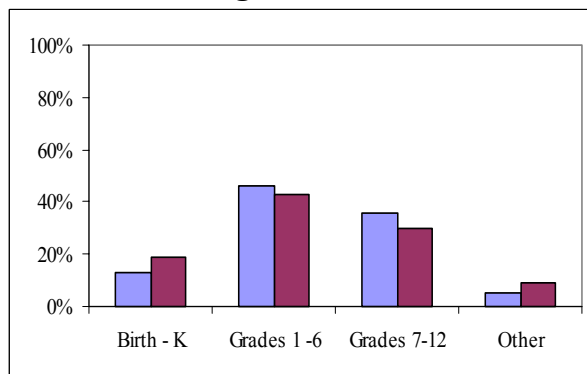
Just over half of regular-term migrant students (54 percent) received services in reading or language arts compared with 30 percent nationally. Almost four-fifths (78 percent) of summer or intersession participants received reading or language arts services; three-fifths of students nationally received the same type of services during the summer or intersession.

Eligible and Participating Migrant Children

	Trend for California			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	240,567	257,547	276,140	872,732
Summer/Intersession	133,021	151,621	166,714	390,747
Participants				
Regular Term	159,103	142,673	145,069	645,952
Summer/Intersession	134,387	154,899	169,527	405,964

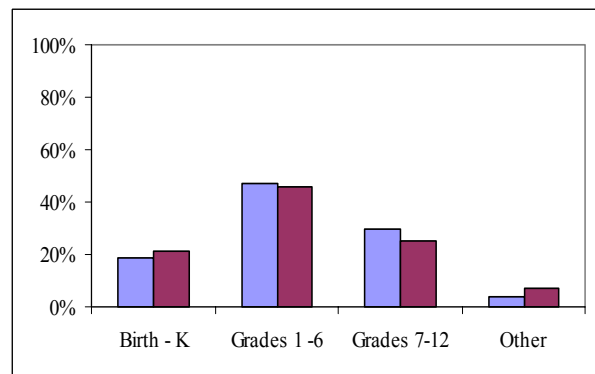
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



California (145,069) National (645,952)

Summer/Intersession



California (169,527) National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

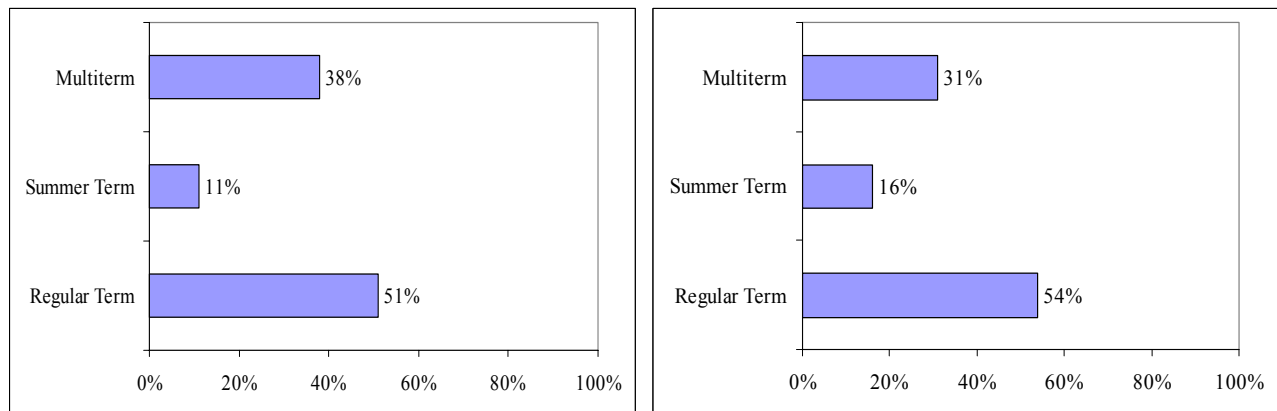
	California (223,414)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	2%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	97%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

CALIFORNIA 2001-02

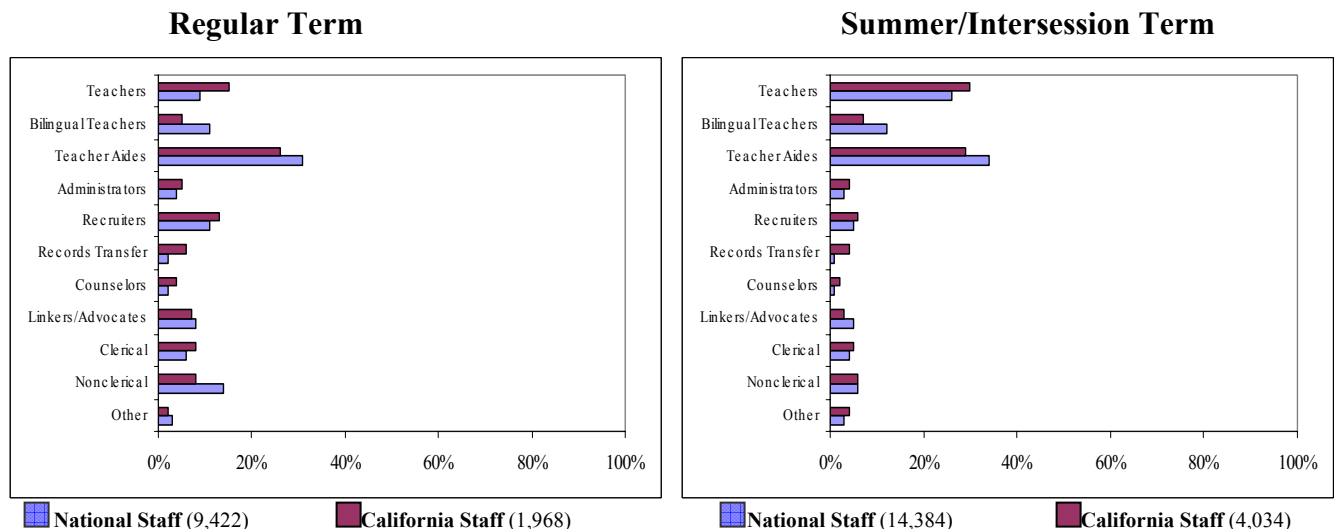
Migrant Students Participating in MEP Services by School Term Type

	California		National	
	Regular Term (145,069)	Summer/Intersession (169,527)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	54%	78%	30%	60%
English for LEP Children (ESL)	15%	19%	14%	17%
Mathematics	35%	68%	19%	47%
Science	7%	12%	7%	13%
Social Studies	6%	11%	7%	13%
Vocational/Career	9%	7%	4%	6%
Other	13%	23%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	23%	22%	21%	22%
Social Work, Outreach, or Advocacy	57%	47%	55%	49%
Health, Dental, and Eye Care	29%	33%	14%	22%
Transportation	8%	21%	7%	21%
Other	12%	15%	23%	24%

MEP-Funded Project Sites

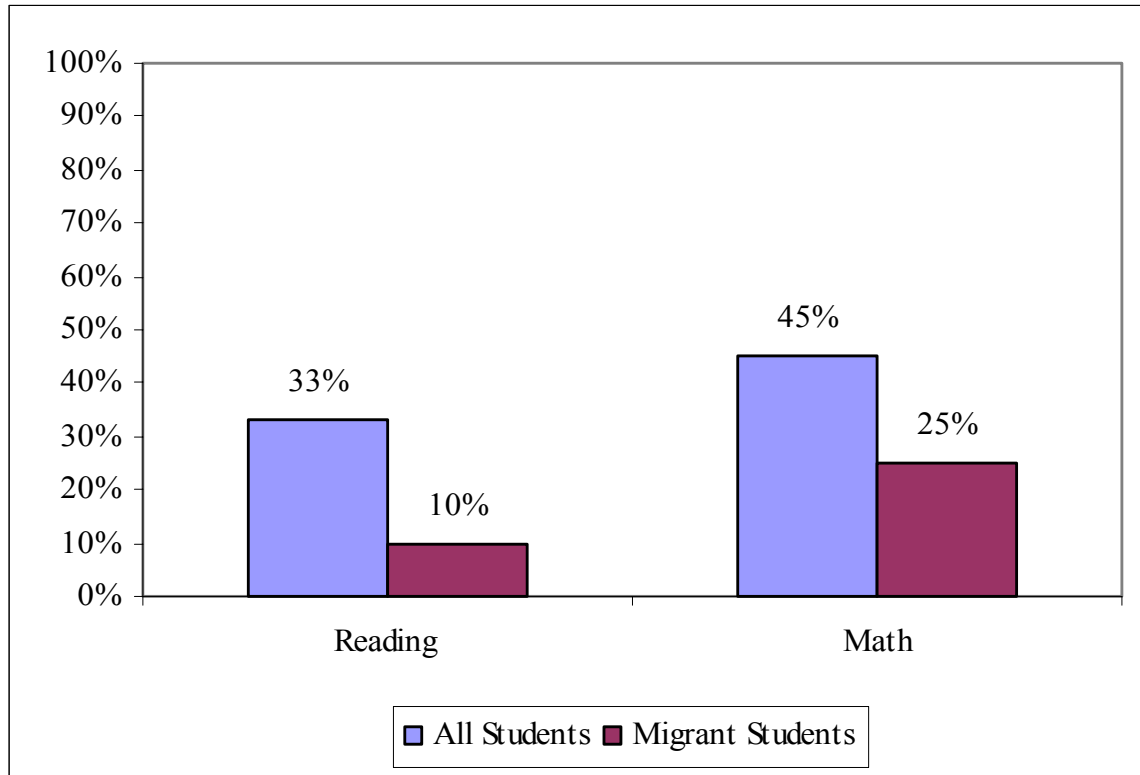


MEP-Funded FTE Staff by Term

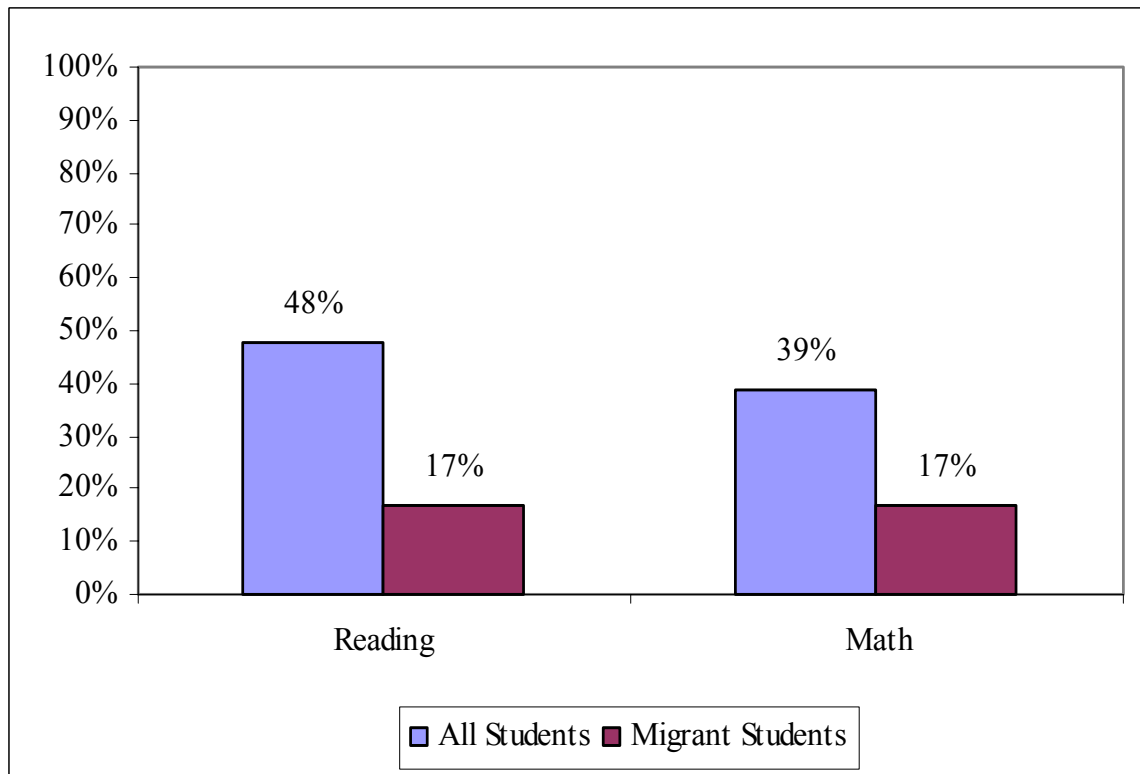


CALIFORNIA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in California, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in California, 2002-03



COLORADO 2001-02

State Summary

Colorado has about 2 percent of all eligible migrant children for at least part of the year. During the summer or intersession term MEP funded programs consisted of 35 percent students birth-through-kindergarten and 16 percent other, compared to the national average of birth through kindergarten (21 percent) and other (7 percent).

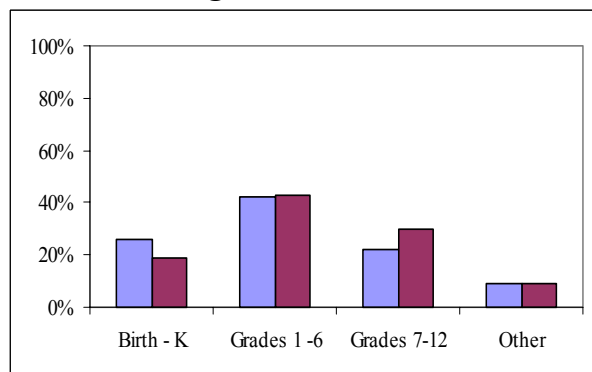
During the summer term 32 percent of students participated in reading or language arts compared to 60 percent nationally. A greater proportion of teachers (24 percent) and recruiters (23 percent) were employed in the regular term than the national average of 15 percent teachers, and 13 percent recruiters. A smaller proportion of teacher aids were employed during the regular term than the national average (9 percent versus 26 percent).

Eligible and Participating Migrant Children

	Trend for Colorado			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	15,106	18,083	18,426	872,732
Summer/Intersession	6,513	10,793	8,215	390,747
Participants				
Regular Term	2,679	18,840	18,965	645,952
Summer/Intersession	6,513	11,213	8,985	405,964

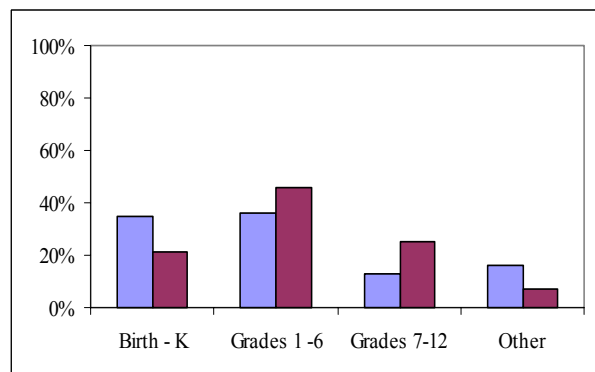
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Colorado (18,965) ■ National (645,952)

Summer/Intersession



■ Colorado (8,985) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Colorado (18,965)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	98%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

COLORADO 2001-02

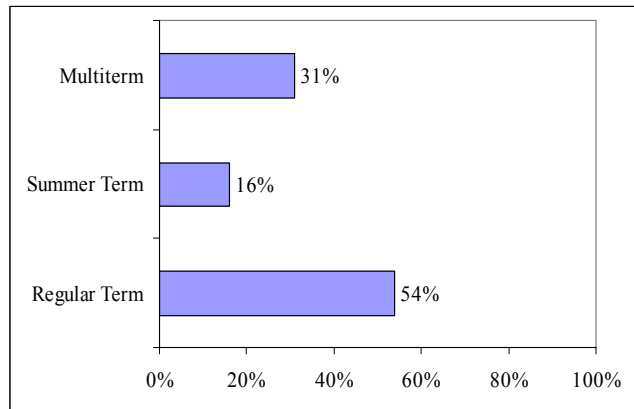
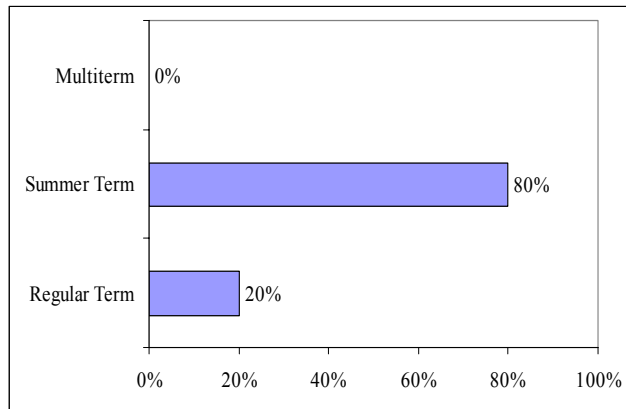
Migrant Students Participating in MEP Services by School Term Type

	Colorado		National	
	Regular Term (18,965)	Summer/Intersession (8,985)	Regular Term (645,952)	Summer/Intersession (405,964)
<u>Instructional Services</u>				
Reading/Language Arts	21%	32%	30%	60%
English for LEP Children (ESL)	10%	15%	14%	17%
Mathematics	17%	32%	19%	47%
Science	10%	7%	7%	13%
Social Studies	10%	7%	7%	13%
Vocational/Career	0%	3%	4%	6%
Other	7%	9%	18%	32%
<u>Support Services</u>				
Supporting Guidance/Advocacy	10%	4%	21%	22%
Social Work, Outreach, or Advocacy	34%	6%	55%	49%
Health, Dental, and Eye Care	0%	28%	14%	22%
Transportation	0%	23%	7%	21%
Other	0%	24%	23%	24%

Colorado (41)

MEP-Funded Project Sites

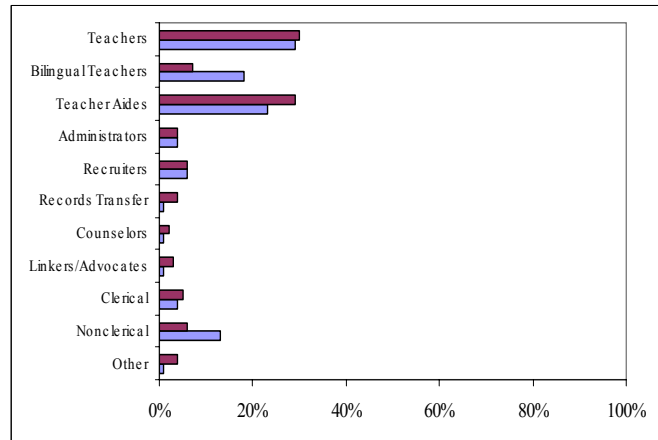
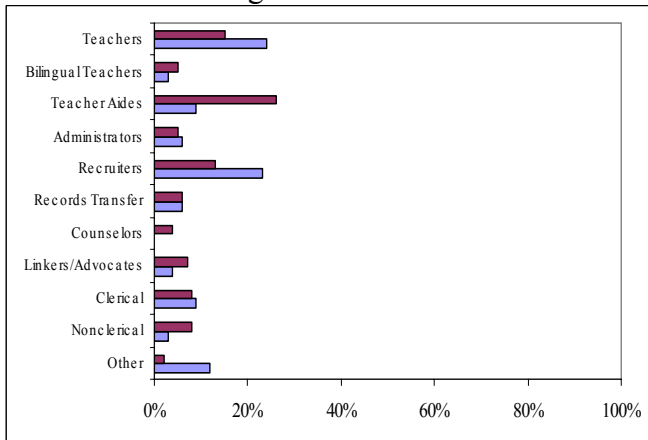
National (11,142)



Percent of MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

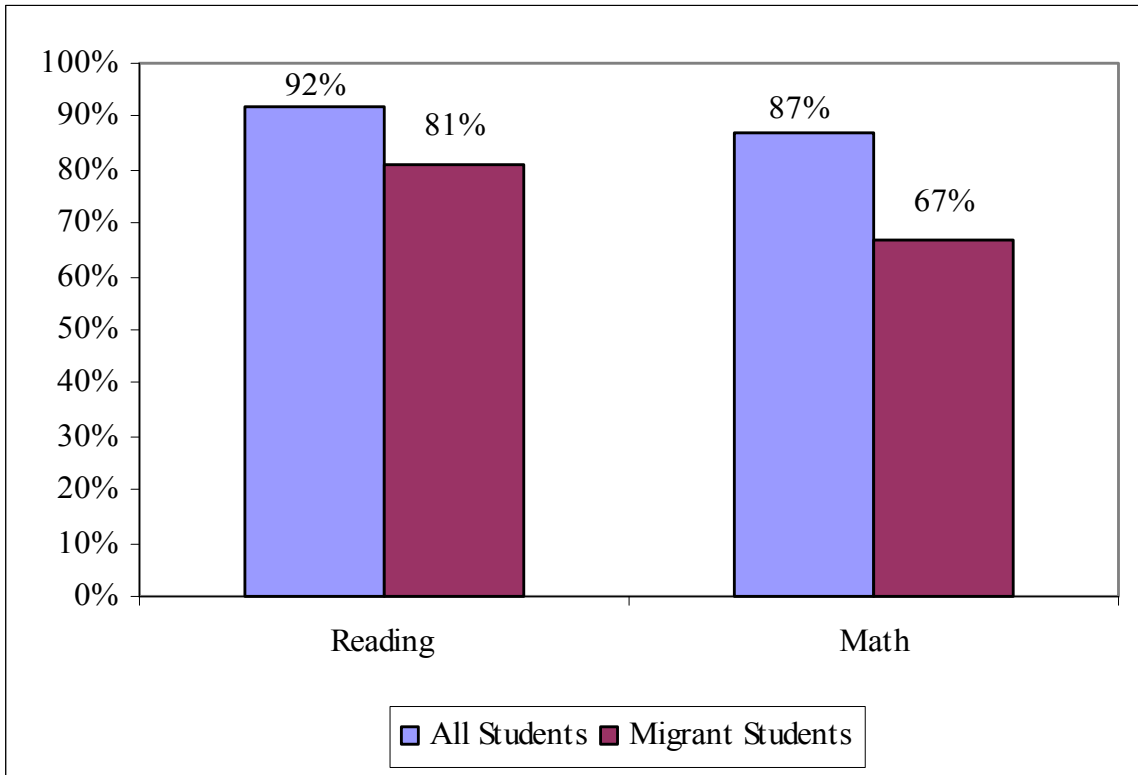
■ Colorado Staff (153)

■ National Staff (14,384)

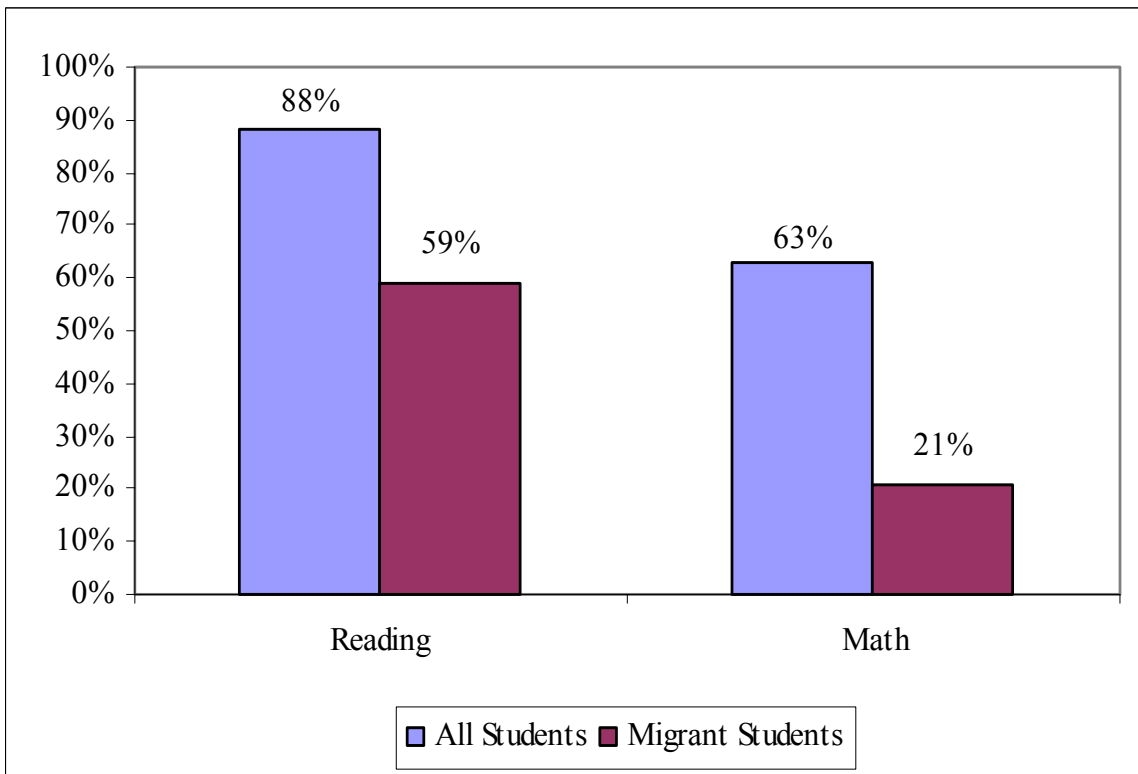
■ Colorado Staff (449)

COLORADO 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Colorado, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Colorado, 2002-03



CONNECTICUT 2001-02

State Summary

Less than 1 percent of eligible migrant children and youths live in Connecticut. Migrant children of Hispanic descent compose 95 percent of the population in Connecticut compared with the national average of 89 percent.

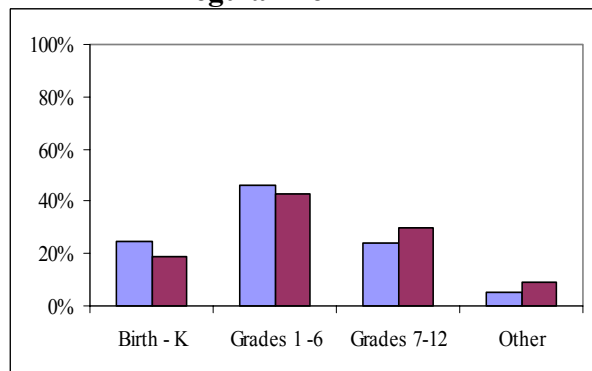
Ten percent of regular-term migrant students received reading or language arts services as compared to 30 percent nationally. All regular-term students received social work type services compared with 55 percent nationally. Over 15 percent of regular-term staff are recruiters, compared with 13 percent nationally. During the regular term only 6 percent of the staffing hours are for teachers compared with 15 percent nationally.

Eligible and Participating Migrant Children

	Trend for Connecticut			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	5,411	5,728	5,934	872,732
Summer/Intersession	1,431	1,411	1,458	390,747
Participants				
Regular Term	4,681	4,974	4,955	645,952
Summer/Intersession	1,487	1,467	1,482	405,964

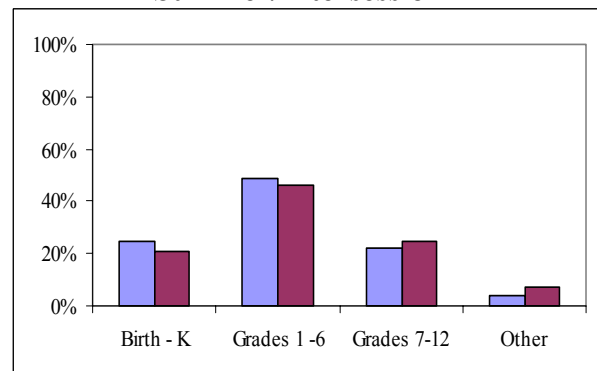
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Connecticut (4,955) ■ National (645,952)

Summer/Intersession



■ Connecticut (1,482) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Connecticut (5,000)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	95%	89%
White (not of Hispanic origin)	4%	6%
Other	0%	0%

CONNECTICUT 2001-02

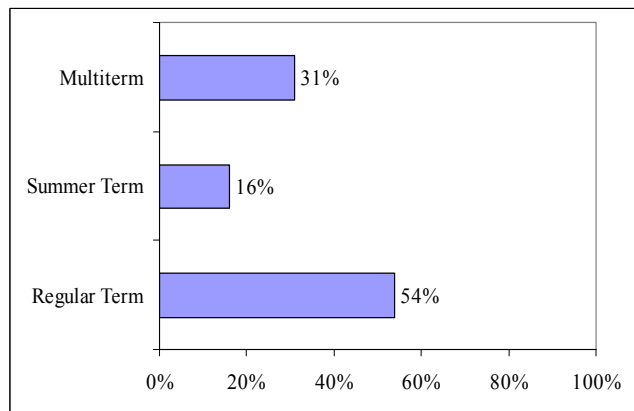
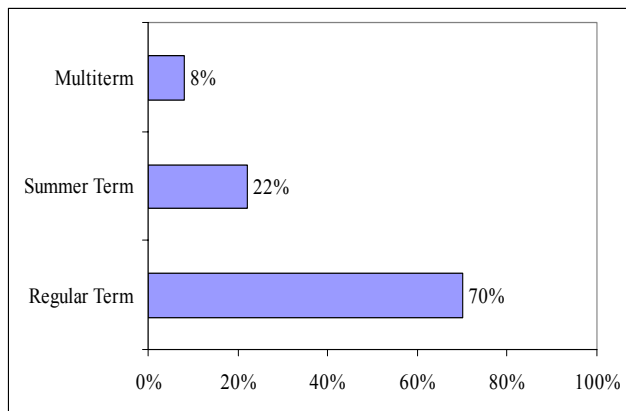
Migrant Students Participating in MEP Services by School Term Type

	Connecticut		National	
	Regular Term (4,955)	Summer/Intersession (1,482)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	10%	64%	30%	60%
English for LEP Children (ESL)	2%	0%	14%	17%
Mathematics	1%	10%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	14%	0%	4%	6%
Other	10%	75%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	100%	49%	55%	49%
Health, Dental, and Eye Care	0%	0%	14%	22%
Transportation	2%	13%	7%	21%
Other	1%	0%	23%	24%

Connecticut (60)

MEP-Funded Project Sites

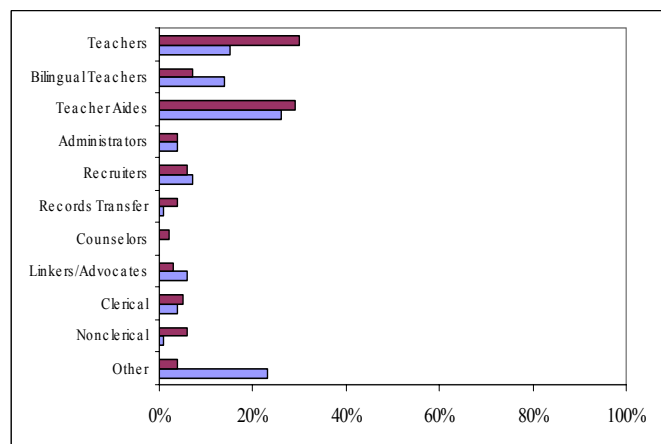
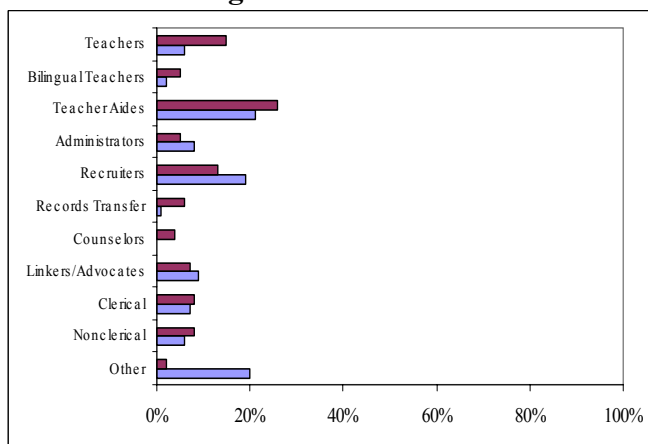
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

■ Connecticut Staff (58)

■ National Staff (14,384)

■ Connecticut Staff (97)

CONNECTICUT 2002-03

**Connecticut did not provide reading or math data for migrant students for either elementary school or secondary school.*

**Connecticut did not provide reading or math data for migrant students for either elementary school or secondary school.*

DELAWARE 2001-02

State Summary

Delaware's eligible and participating migrant children population is very small (less than 1 percent) when compared to the total number of eligible migrant children in the United States. More children are enrolled in birth-K programs (48 percent) and in grades 1 through 6 (52 percent) in the regular term, compared with the national averages of 19 percent (birth through kindergarten) and 43 percent (first through sixth grades).

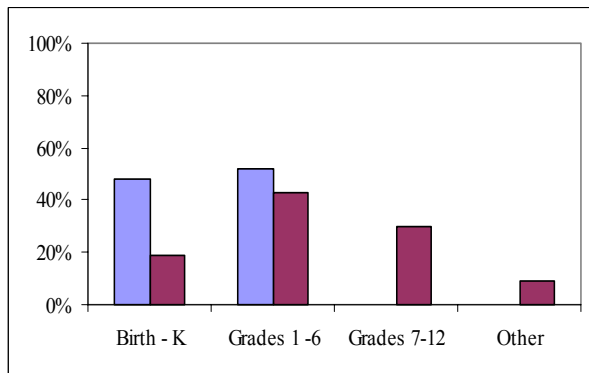
All migrant children received only limited English programs during the regular term. However, a larger portion of instructional and support services were provided during the summer or intersession term. All students in the summer term received social work type services, medical services, and transportation.

Eligible and Participating Migrant Children

	Trend for Delaware			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	584	583	592	872,732
Summer/Intersession	245	204	170	390,747
Participants				
Regular Term	61	23	29	645,952
Summer/Intersession	245	204	170	405,964

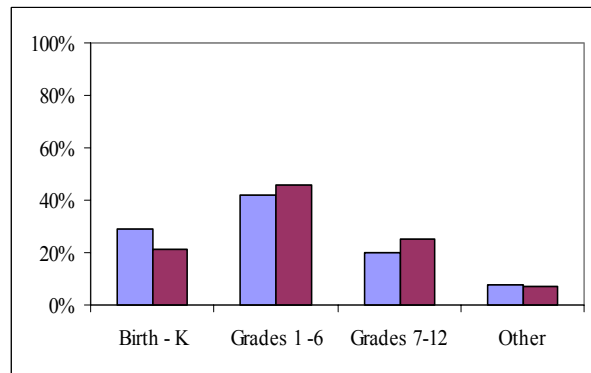
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Delaware (29) ■ National (645,952)

Summer/Intersession



■ Delaware (115) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Delaware (260)	National (767,472)
Males	47%	53%
Females	53%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	7%	2%
Black (not of Hispanic origin)	3%	2%
Hispanic	88%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

DELAWARE 2001-02

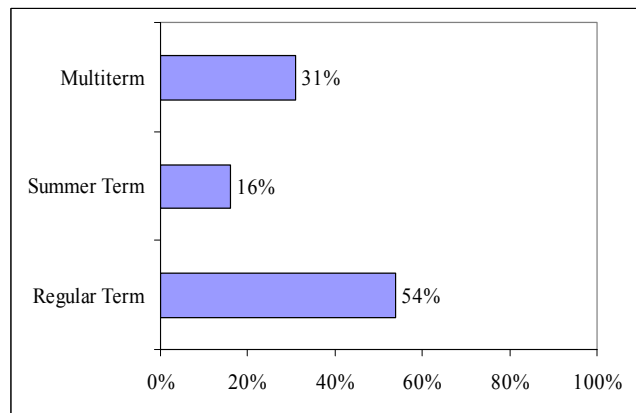
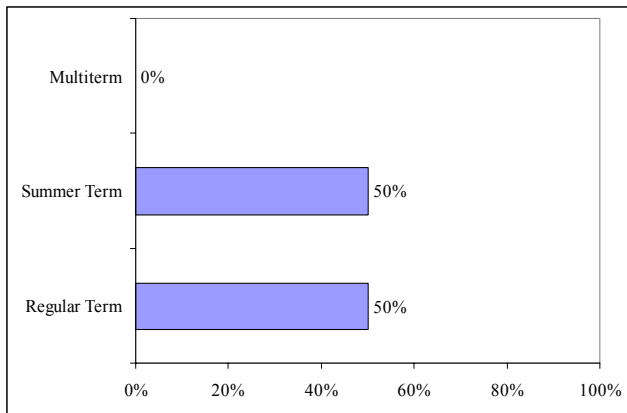
Migrant Students Participating in MEP Services by School Term Type

	Delaware		National	
	Regular Term (29)	Summer/Intersession (170)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	79%	30%	60%
English for LEP Children (ESL)	100%	7%	14%	17%
Mathematics	0%	81%	19%	47%
Science	0%	36%	7%	13%
Social Studies	0%	42%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	161%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	100%	21%	22%
Social Work, Outreach, or Advocacy	0%	100%	55%	49%
Health, Dental, and Eye Care	0%	100%	14%	22%
Transportation	0%	100%	7%	21%
Other	0%	83%	23%	24%

Delaware (4)

MEP-Funded Project Sites

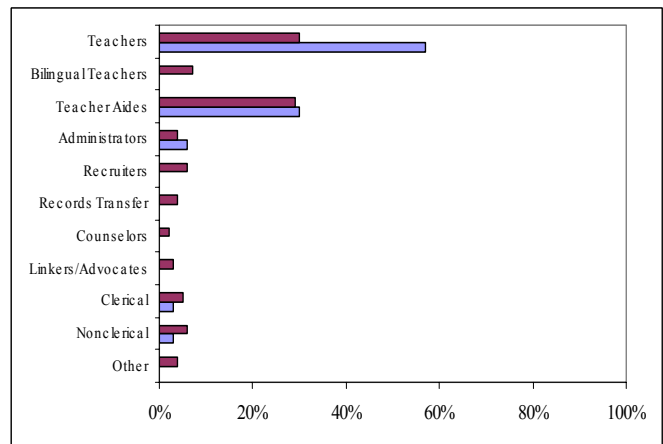
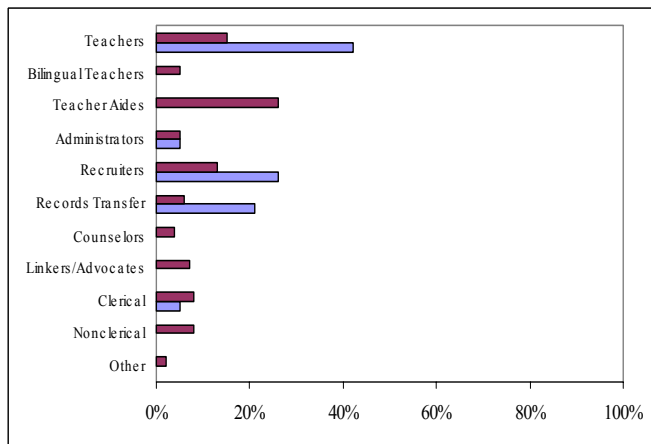
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

■ Delaware Staff (5)

■ National Staff (14,384)

■ Delaware Staff (33)

DELAWARE 2002-03

**Delaware did not provide reading or math data for migrant students for either elementary school or secondary school.*

**Delaware did not provide reading or math data for migrant students for either elementary school or secondary school.*

DISTRICT OF COLUMBIA 2001-02

State Summary

Less than 1 percent of District of Columbia's migrant children are represented in the 872,732 eligible and participating migrant children in the United States. A larger portion of children in regular (64 percent) and summer or intersession (70 percent) terms are of elementary school age compared to the national average (43 percent in the regular term and 46 percent in the summer or intersession term).

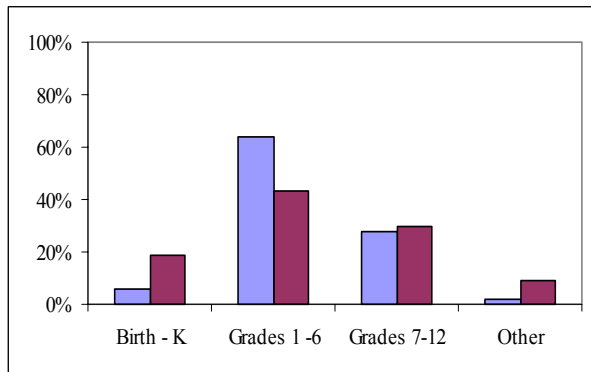
D.C.'s migrant student population is mostly black (66 percent) and Hispanic (34 percent). The national average is 2 percent black and 89 percent Hispanic. Regular term students received only support services. The summer or intersession term focused on reading or language arts, ESL, math, and social work type services.

Eligible and Participating Migrant Children

	Trend for District of Columbia			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	797	849	829	872,732
Summer/Intersession	486	175	115	390,747
Participants				
Regular Term	676	824	829	645,952
Summer/Intersession	486	175	115	405,964

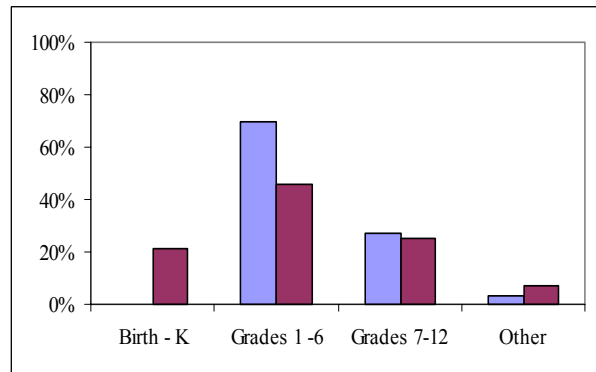
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ District of Columbia (829) ■ National (645,952)

Summer/Intersession



■ District of Columbia (115) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	District of Columbia (829)	National (767,472)
Males	49%	53%
Females	51%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	66%	2%
Hispanic	34%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

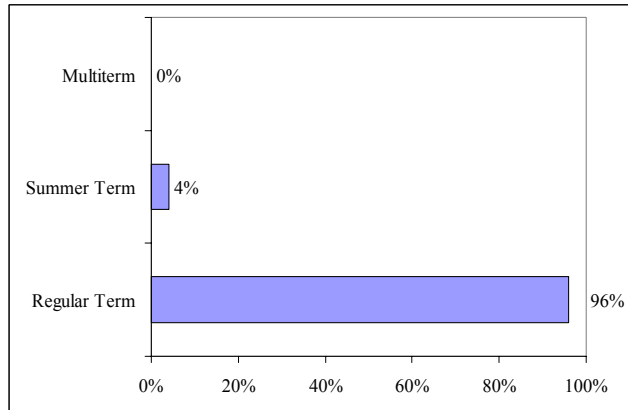
DISTRICT OF COLUMBIA 2001-02

Migrant Students Participating in MEP Services by School Term Type

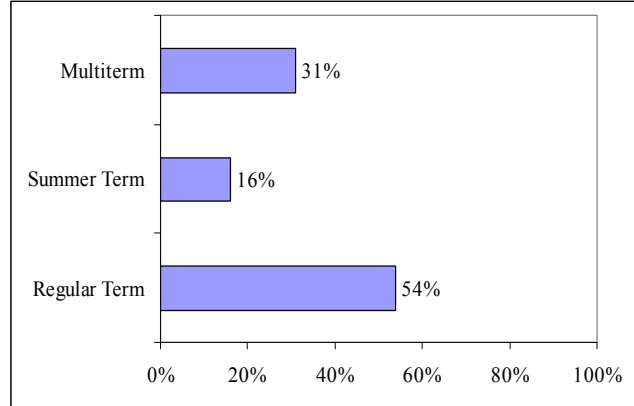
	District of Columbia		National	
	Regular Term (829)	Summer/Intersession (115)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	100%	30%	60%
English for LEP Children (ESL)	0%	25%	14%	17%
Mathematics	0%	100%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	100%	0%	21%	22%
Social Work, Outreach, or Advocacy	62%	100%	55%	49%
Health, Dental, and Eye Care	100%	0%	14%	22%
Transportation	58%	0%	7%	21%
Other	0%	0%	23%	24%

MEP-Funded Project Sites

District of Columbia (99)

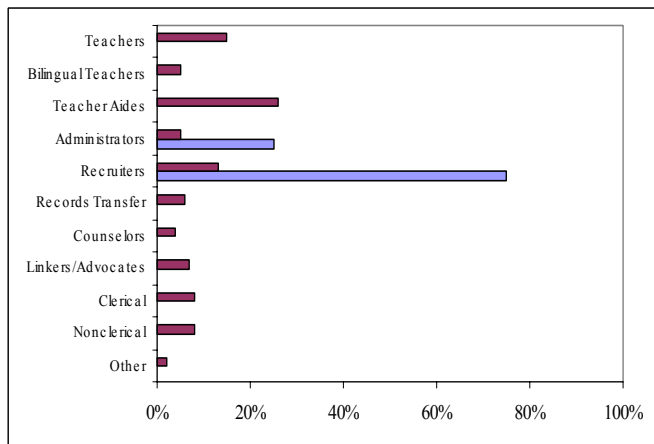


National (11,142)

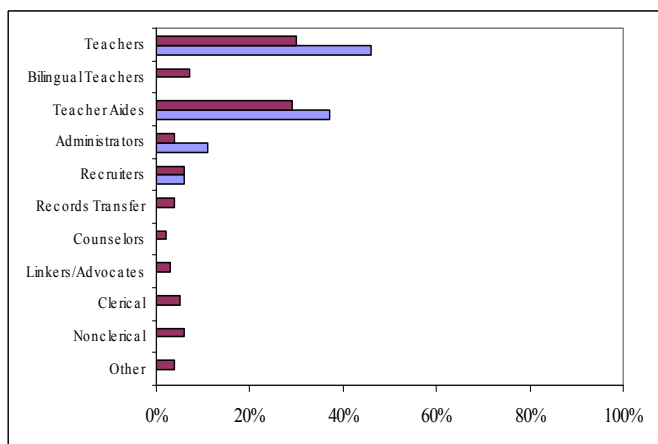


Percent of MEP-Funded FTE Staffs by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

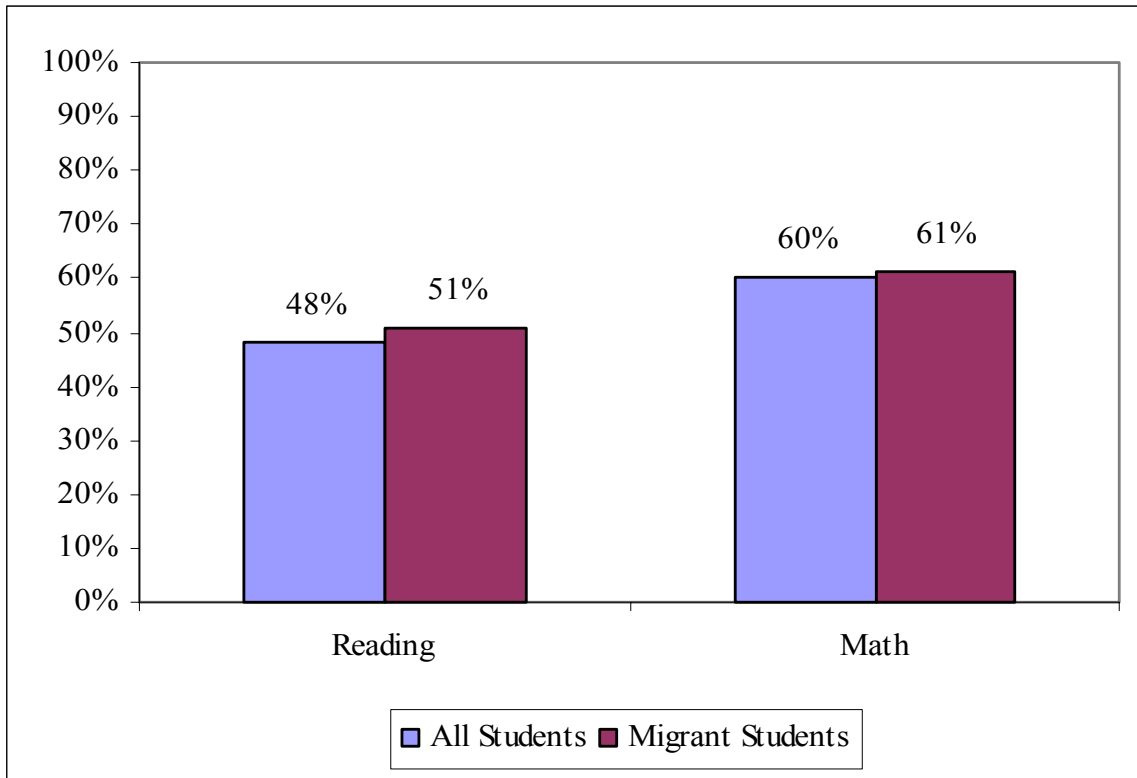
■ District of Columbia Staff (4)

■ National Staff (14,384)

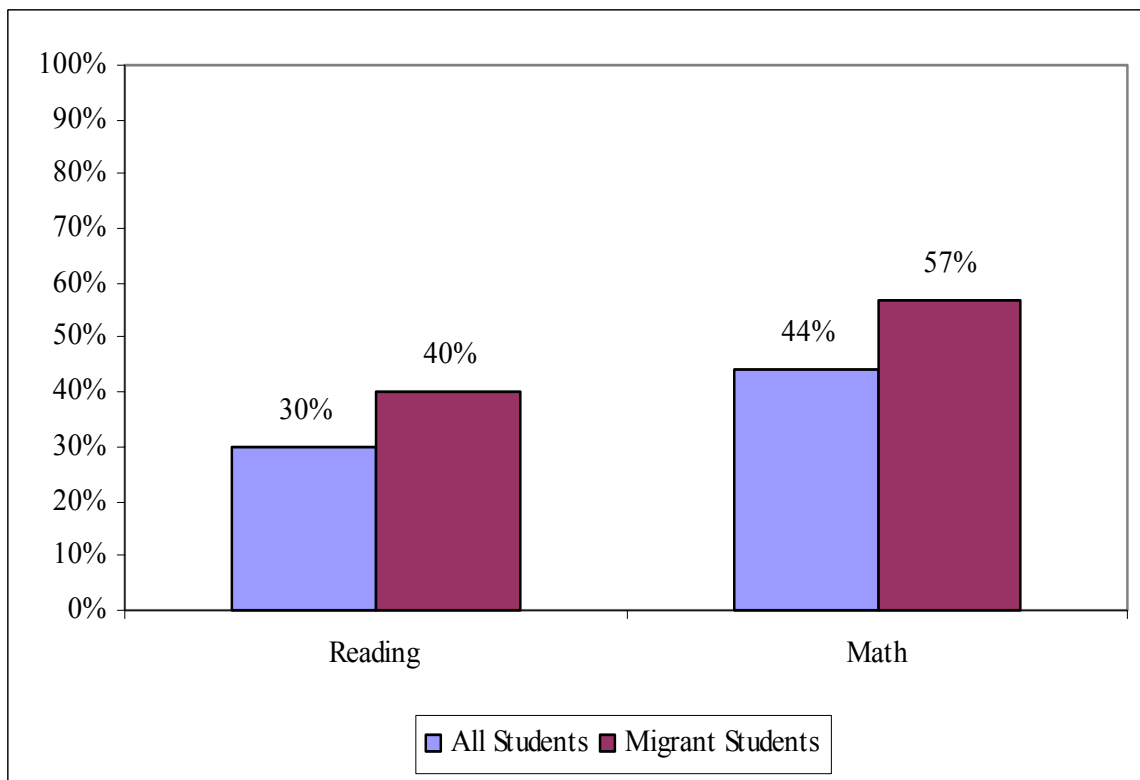
■ District of Columbia Staff (54)

DISTRICT OF COLUMBIA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in District of Columbia, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in District of Columbia, 2002-03



FLORIDA 2001-02

State Summary

Approximately 6 percent of the 872,732 eligible migrant children in the United States are in Florida. Sixty-six percent of children in Florida are black and 34 percent are Hispanic. Comparatively, the national averages are 6 percent and 89 percent, respectively.

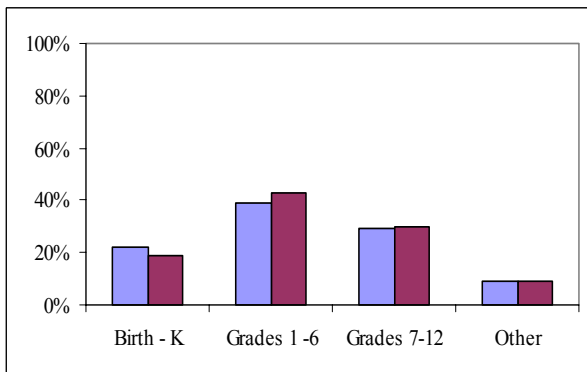
Overall, a low proportion of Florida migrant students receive both instructional and noninstructional services. This is true of both terms. Reading or language arts were received by 15 percent of regular-term students and 4 percent of summer-term students. A higher proportion of summer or intersession staffing hours were accounted for by teachers as compared with the nation (56 percent in Florida versus 30 percent nationally).

Eligible and Participating Migrant Children

	Trend for Florida			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	55,626	56,213	53,108	872,732
Summer/Intersession	19,914	18,822	21,678	390,747
Participants				
Regular Term	34,546	59,140	56,890	645,952
Summer/Intersession	20,524	19,784	22,461	405,964

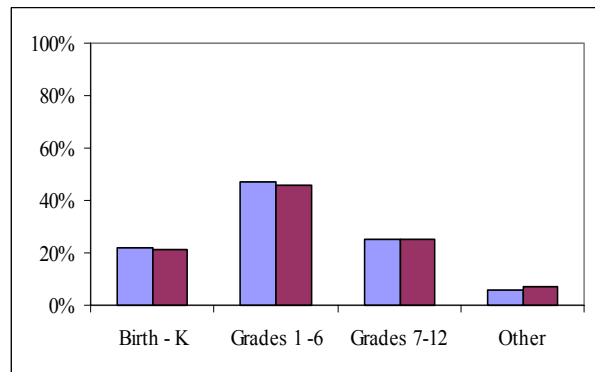
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Florida (56,890) ■ National (645,952)

Summer/Intersession



■ Florida (22,461) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Program

	Florida (58,065)	National (767,472)
Males	54%	53%
Females	46%	47%
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	66%	2%
Hispanic	34%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

FLORIDA 2001-02

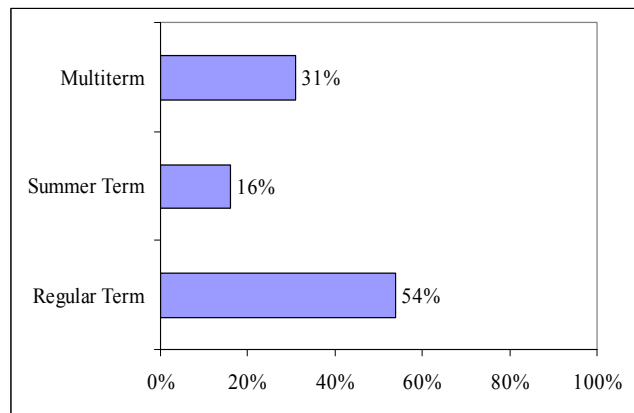
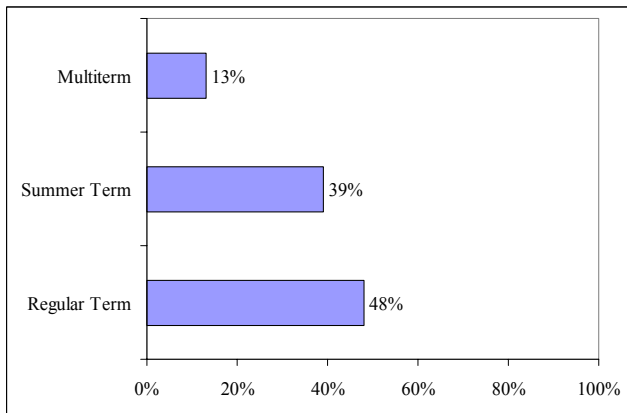
Migrant Students Participating in MEP Services by School Term Type

	Florida		National	
	Regular Term (56,890)	Summer/Intersession (22,461)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	15%	41%	30%	60%
English for LEP Children (ESL)	1%	0%	14%	17%
Mathematics	0%	0%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	2%	7%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	30%	41%	21%	22%
Social Work, Outreach, or Advocacy	0%	0%	55%	49%
Health, Dental, and Eye Care	6%	7%	14%	22%
Transportation	6%	9%	7%	21%
Other	2%	10%	23%	24%

Florida (260)

MEP-Funded Project Sites

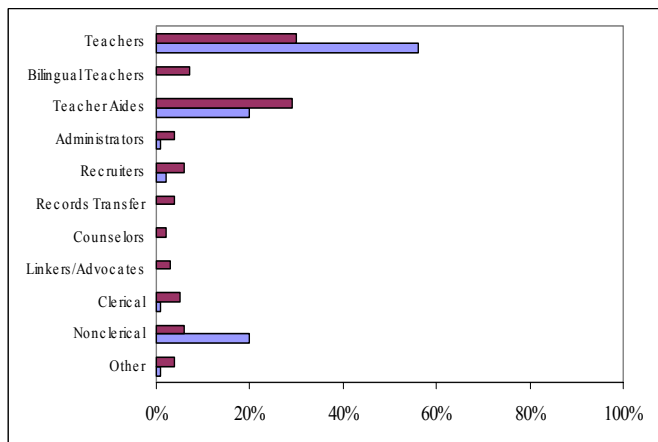
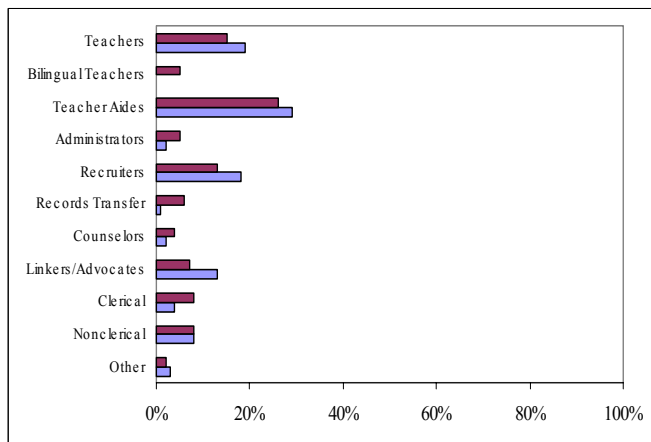
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

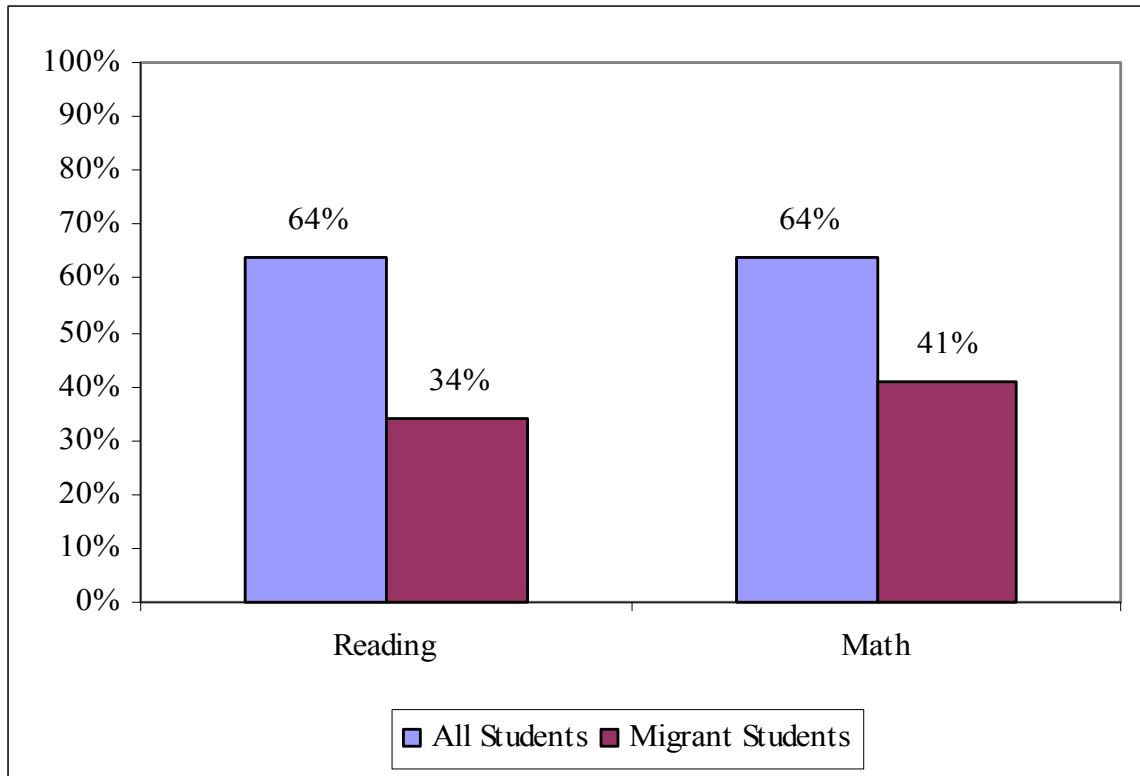
■ Florida Staff (575)

■ National Staff (14,384)

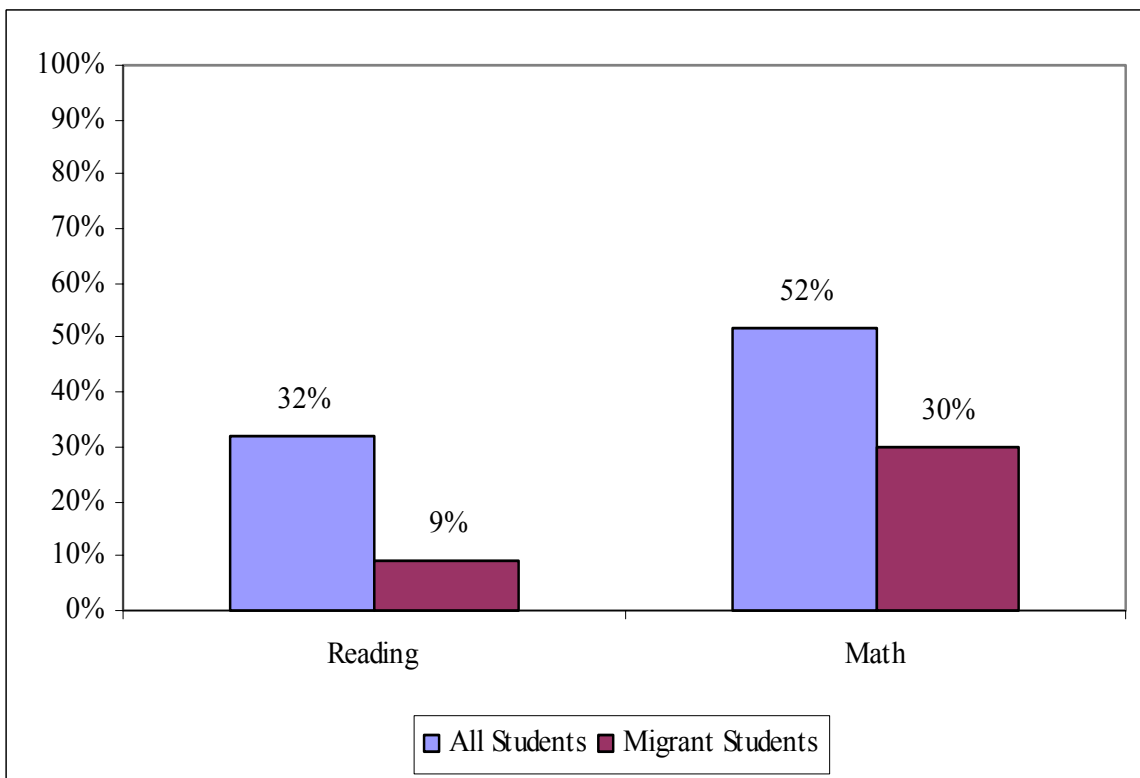
■ Florida Staff (106)

FLORIDA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Florida, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Florida, 2002-03



GEORGIA 2001-02

State Summary

Two percent of all eligible migrant children resided in Georgia at least part of the year. Just over 30 percent of migrant children enrolled in the regular term were elementary school age, and over a quarter of regular-term migrant students (29 percent) were either in an ungraded or out-of-school program. Comparatively, the national averages are 43 percent and 9 percent, respectively. Over half of migrant students (51 percent) in the summer or intersession term were elementary school age in comparison with 46 percent nationally.

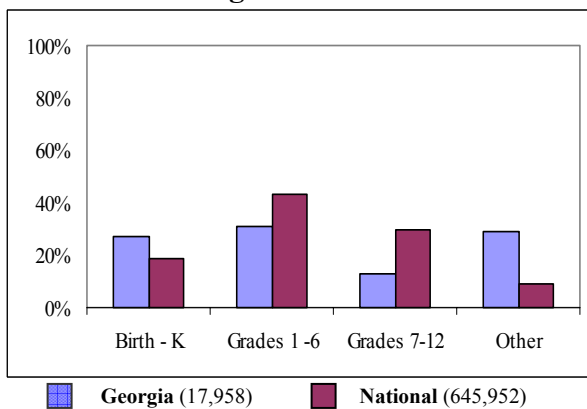
Nearly half (49 percent) of migrant student in the summer or intersession term received reading or language arts support, mathematics, and science. During the regular term reading or language arts consisted of 2 percent, compared with 49 percent nationally.

Eligible and Participating Migrant Children

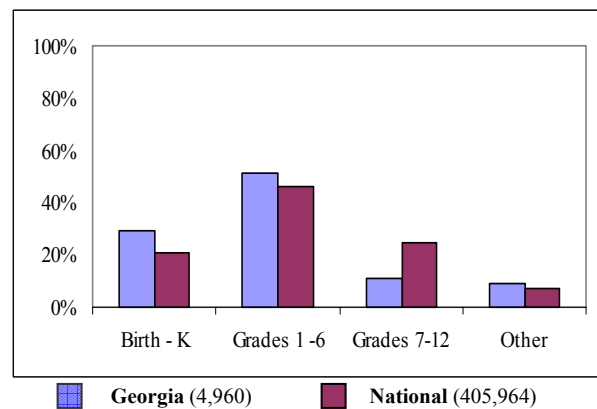
	Trend for Georgia			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	21,103	24,085	23,980	872,732
Summer/Intersession	3,894	4,593	4,935	390,747
Participants				
Regular Term	14,478	18,985	17,958	645,952
Summer/Intersession	3,911	4,600	4,960	405,964

Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Summer/Intersession



Gender and Ethnicity of Migrant Students in MEP-Funded Programs

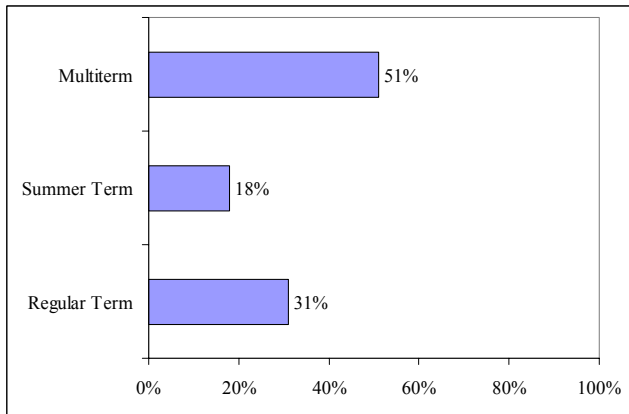
	Georgia (19,032)	National (767,472)
Males	59%	53%
Females	41%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	3%	2%
Hispanic	94%	89%
White (not of Hispanic origin)	3%	6%
Other	0%	0%

GEORGIA 2001-02

Migrant Students Participating in MEP Services by School Term Type

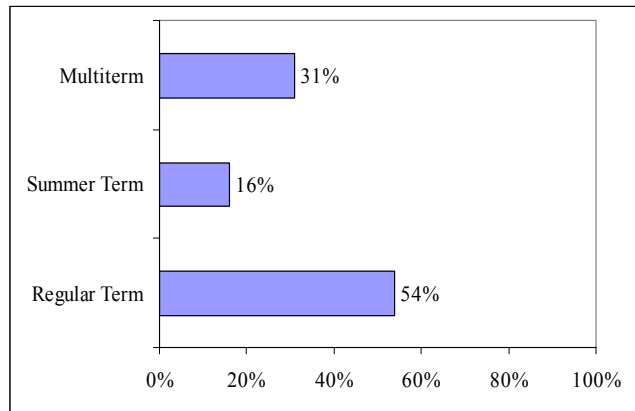
	Georgia		National	
	Regular Term (17,958)	Summer/Intersession (4,960)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	2%	49%	30%	60%
English for LEP Children (ESL)	2%	10%	14%	17%
Mathematics	1%	49%	19%	47%
Science	0%	49%	7%	13%
Social Studies	0%	11%	7%	13%
Vocational/Career	1%	1%	4%	6%
Other	22%	49%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	62%	72%	55%	49%
Health, Dental, and Eye Care	10%	58%	14%	22%
Transportation	10%	77%	7%	21%
Other	0%	3%	23%	24%

Georgia (114)



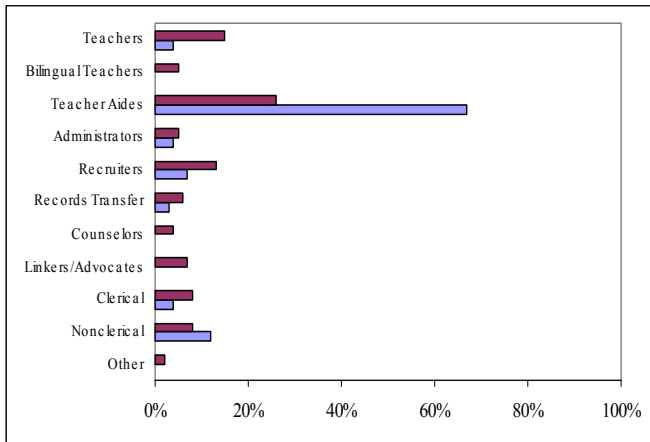
MEP-Funded Project Sites

National (11,142)

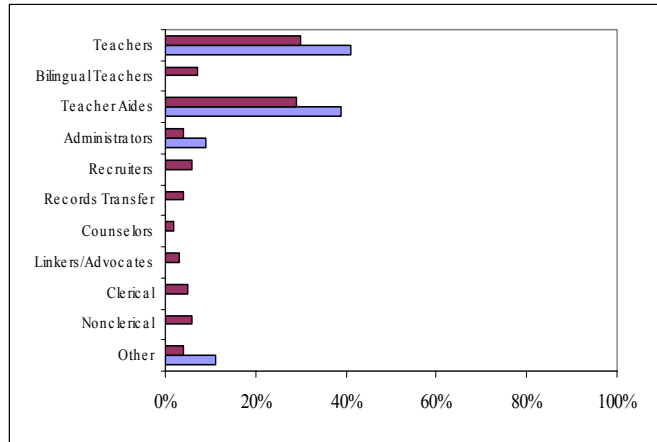


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

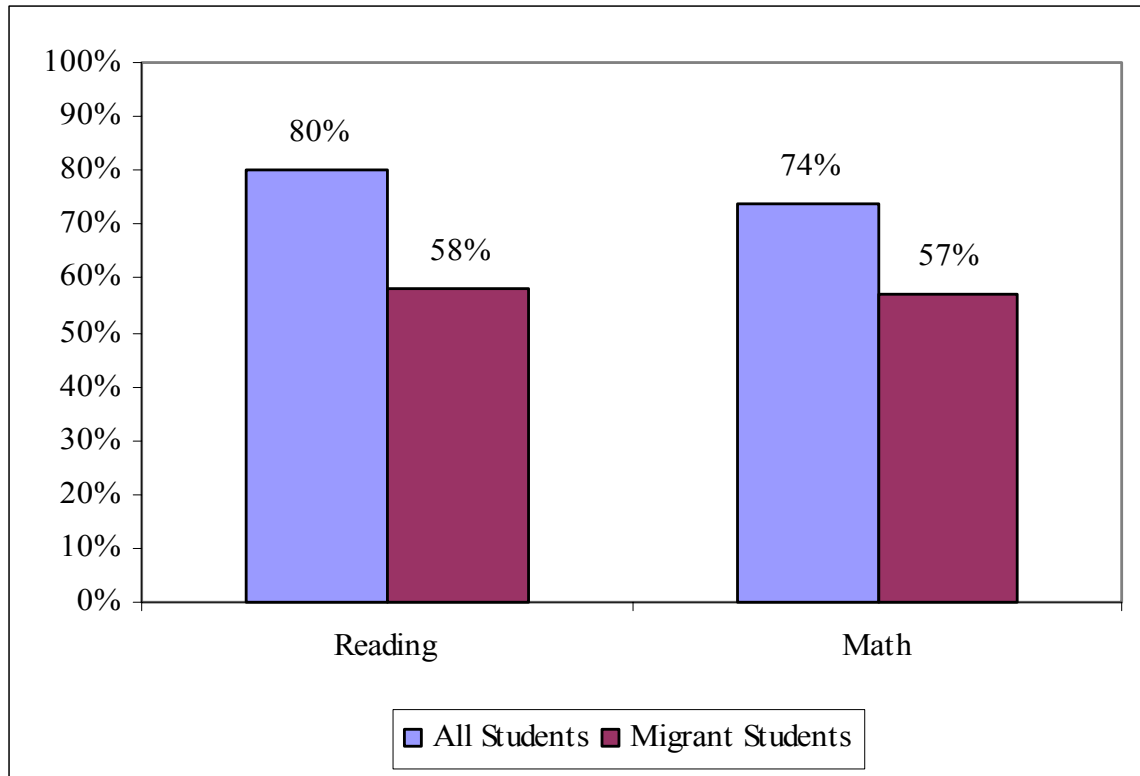
■ Georgia Staff (167)

■ National Staff (14,384)

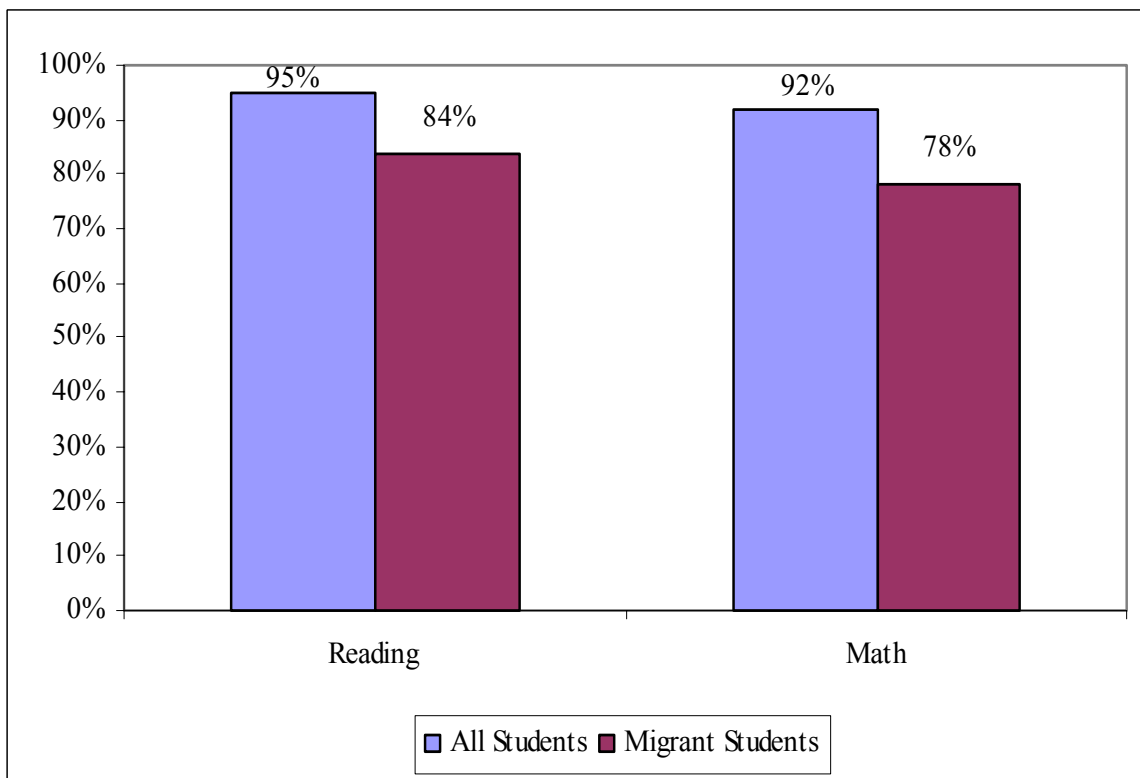
■ Georgia Staff (574)

GEORGIA 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Georgia, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Georgia, 2002-03



HAWAII 2001-02

State Summary

Migrant children in Hawaii made up 2 percent of all eligible migrant children in the United States. Students in MEP-funded regular-term programs in grades 1-6 and in 7-12 grade each made up 40 percent, compared with the national average of 43 percent for grades 1-6 and 30 percent for grades 7-12. No students received social work type services during the regular or the summer term, compared with the national averages of 55 percent and 49 percent, respectively.

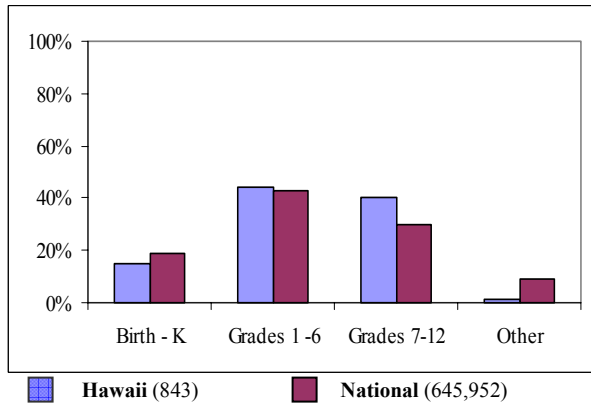
Over 40 percent of staffing time was used by recruiters during the regular term, while the national average was 13 percent. Just over 40 percent of summer or intersession staffing were teacher aides, compared with the national average of 29 percent.

Eligible and Participating Migrant Children

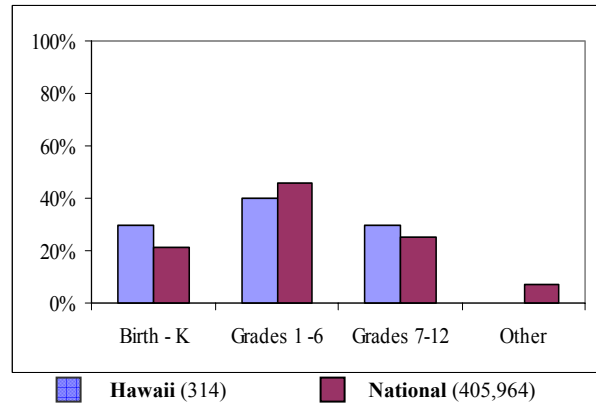
	Trend for Hawaii			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	1,755	1,616	1,774	872,732
Summer/Intersession	325	329	271	390,747
Participants				
Regular Term	74	1,616	843	645,952
Summer/Intersession	369	329	314	405,964

Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Summer/Intersession



Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Hawaii (1,210)	National (767,472)
Males	50%	53%
Females	50%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	3%	2%
Hispanic	94%	89%
White (not of Hispanic origin)	3%	6%
Other	0%	0%

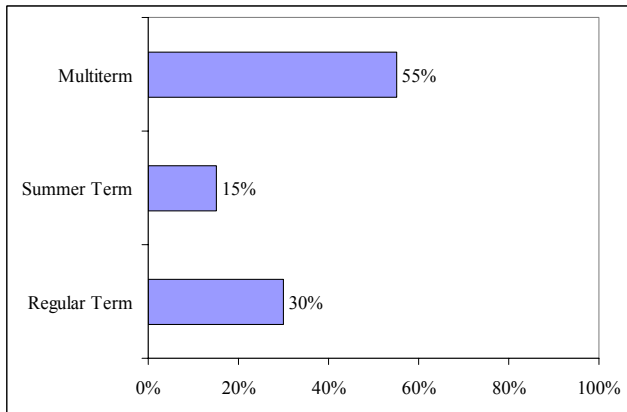
HAWAII 2001-02

Migrant Students Participating in MEP Services by School Term Type

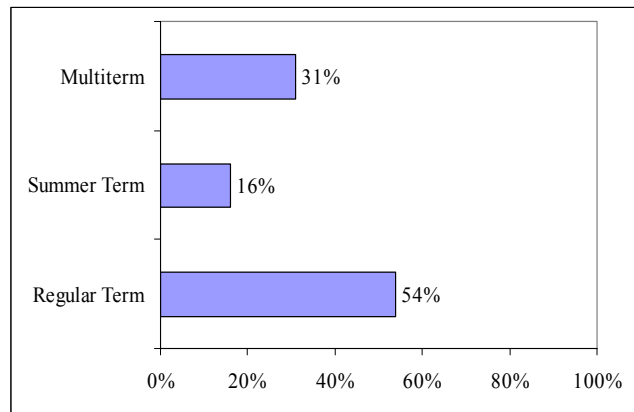
	Hawaii		National	
	Regular Term (843)	Summer/Intersession (314)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	22%	48%	30%	60%
English for LEP Children (ESL)	2%	43%	14%	17%
Mathematics	2%	4%	19%	47%
Science	0%	0%	7%	13%
Social Studies	3%	2%	7%	13%
Vocational/Career	0%	3%	4%	6%
Other	0%	34%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	0%	0%	55%	49%
Health, Dental, and Eye Care	0%	0%	14%	22%
Transportation	2%	10%	7%	21%
Other	0%	0%	23%	24%

MEP-Funded Project Sites

Hawaii (20)

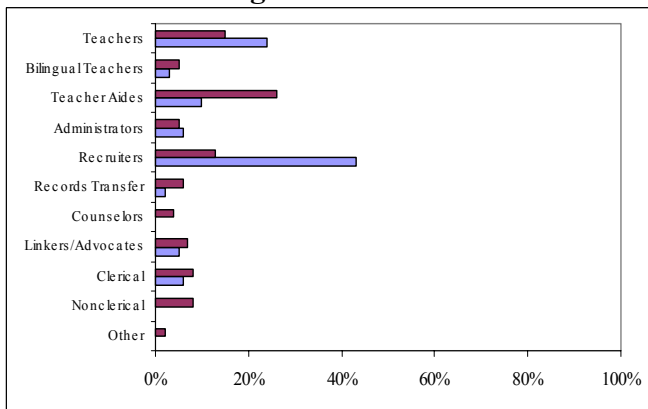


National (11,142)

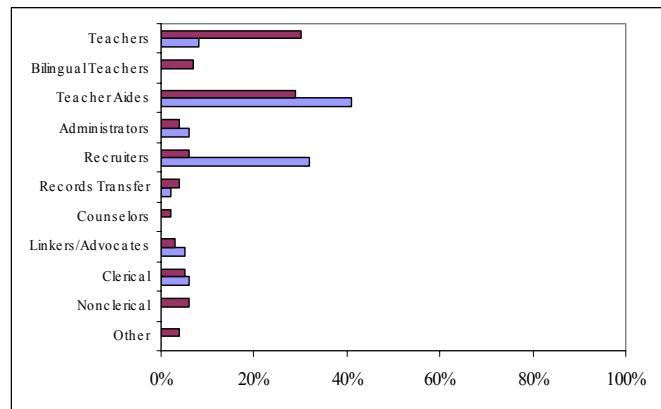


Percent of MEP-Funded FTE Staffs by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

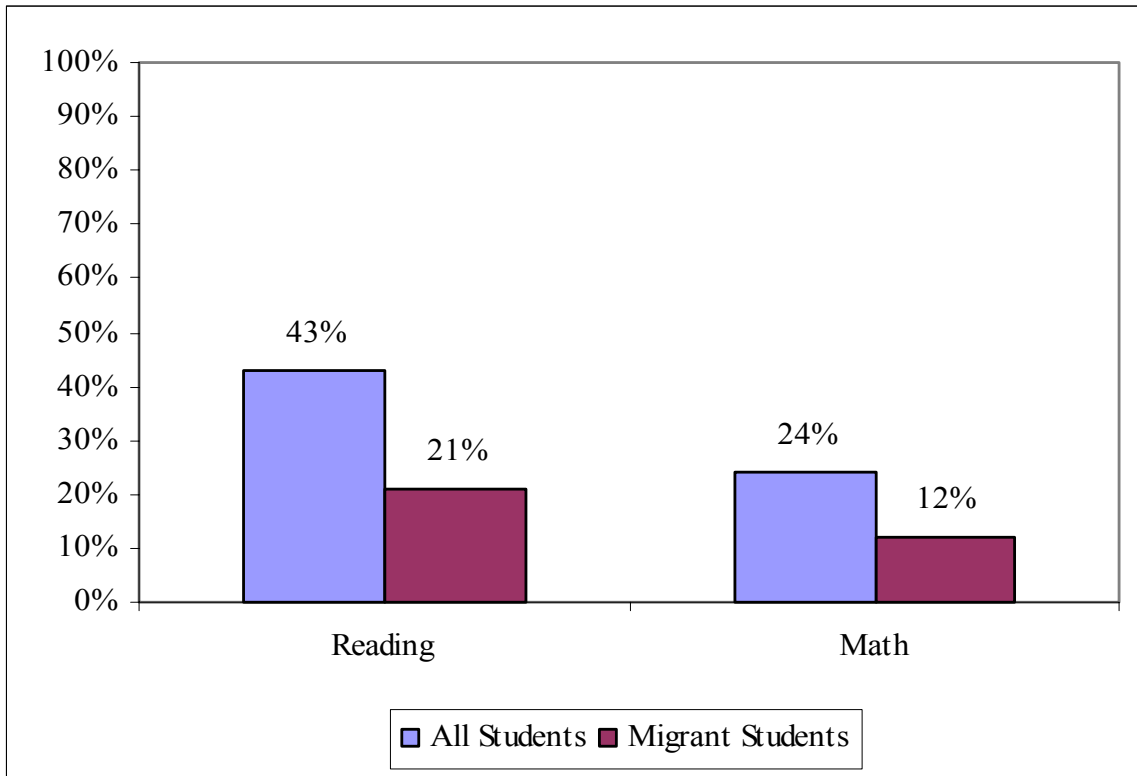
■ Hawaii Staff (16)

■ National Staff (14,384)

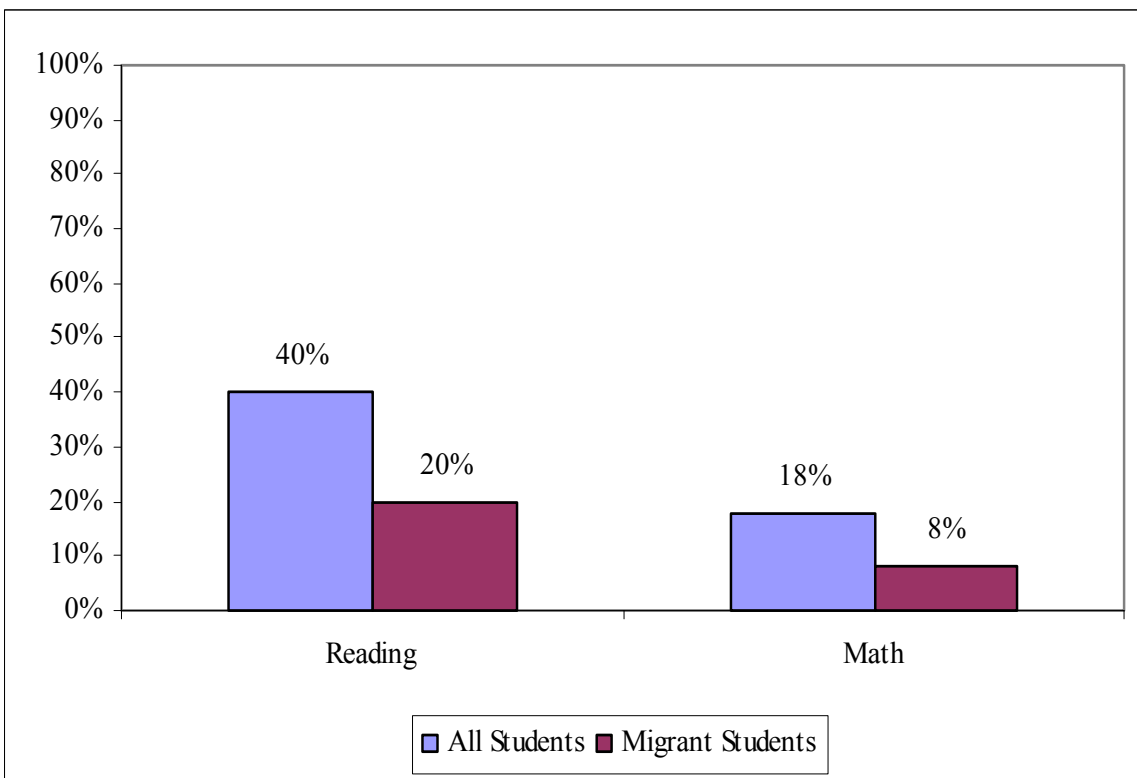
■ Hawaii Staff (17)

HAWAII 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Hawaii, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Hawaii, 2002-03



IDAHO 2001-02

State Summary

About 1 percent of migrant children participating in MEP services resided in Idaho at some time during the year. Fifty percent of regular term and just over 60 percent of summer or intersession migrant students are of elementary school age, compared with the national average of 43 percent of regular-term and 46 percent of the summer or intersession term.

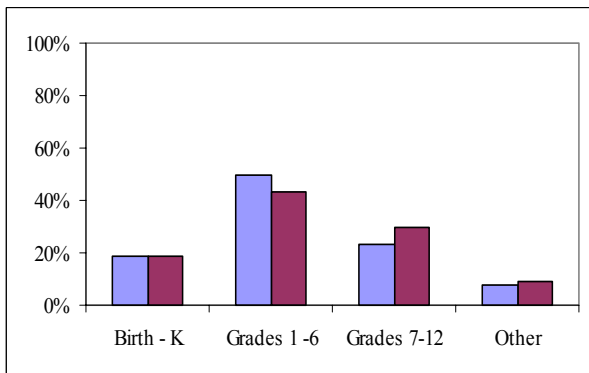
Ninety-three percent of summer or intersession migrant students received reading or language arts services and 93 percent received mathematics services, compared with the nation at 60 percent (reading or language arts) and 47 percent (mathematics). During the regular term, Idaho's MEP-funded programs were staffed by mostly teachers (46 percent) and teacher aides (34 percent), compared with the national average of 15 percent teachers, and 26 percent of teacher aids.

Eligible and Participating Migrant Children

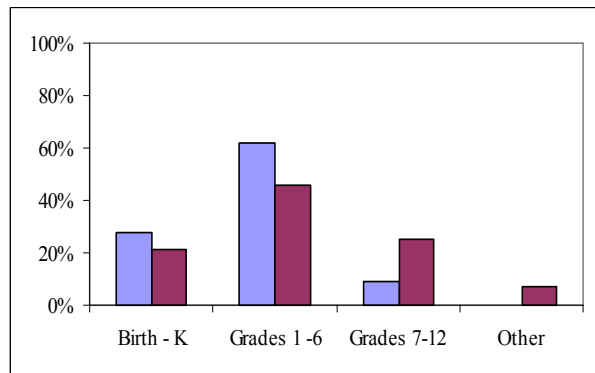
	Trend for Idaho			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	10,543	11,549	11,105	872,732
Summer/Intersession	4,479	4,576	4,167	390,747
Participants				
Regular Term	6,077	10,124	8,731	645,952
Summer/Intersession	4,482	4,576	4,167	405,964

Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Summer/Intersession



■ Idaho (8,731) ■ National (645,952)

■ Idaho (4,167) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Idaho (11,132)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	98%	89%
White (not of Hispanic origin)	2%	6%
Other	0%	0%

IDAHO 2001-02

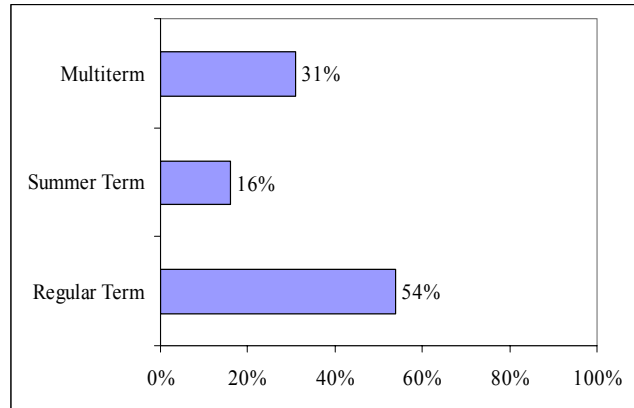
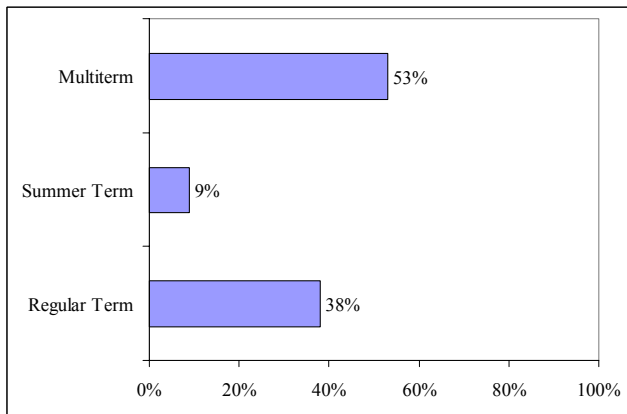
Migrant Students Participating in MEP Services by School Term Type

	Idaho		National	
	Regular Term (8,731)	Summer/Intersession (4,167)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	60%	93%	30%	60%
English for LEP Children (ESL)	52%	0%	14%	17%
Mathematics	52%	93%	19%	47%
Science	3%	0%	7%	13%
Social Studies	2%	0%	7%	13%
Vocational/Career	1%	0%	4%	6%
Other	30%	62%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	6%	93%	21%	22%
Social Work, Outreach, or Advocacy	33%	24%	55%	49%
Health, Dental, and Eye Care	4%	0%	14%	22%
Transportation	13%	40%	7%	21%
Other	94%	75%	23%	24%

Idaho (786)

MEP-Funded Project Sites

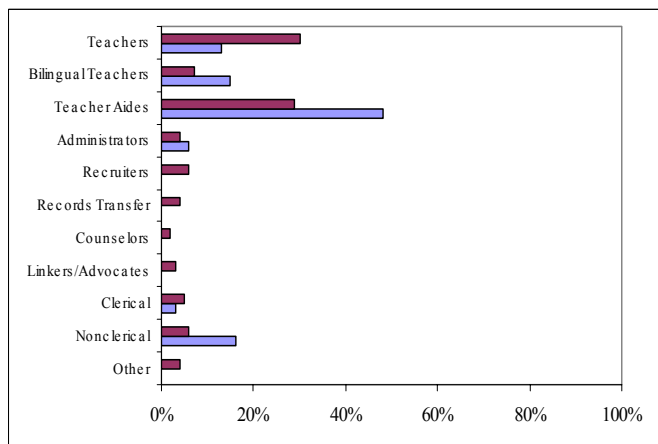
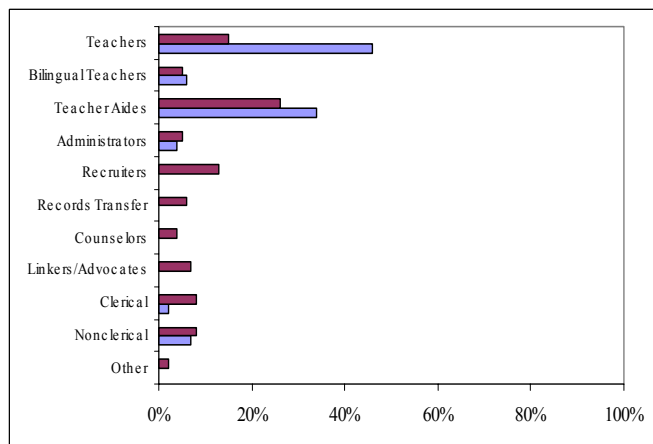
National (11,142)



Percent of MEP-Funded FTE Staffs by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

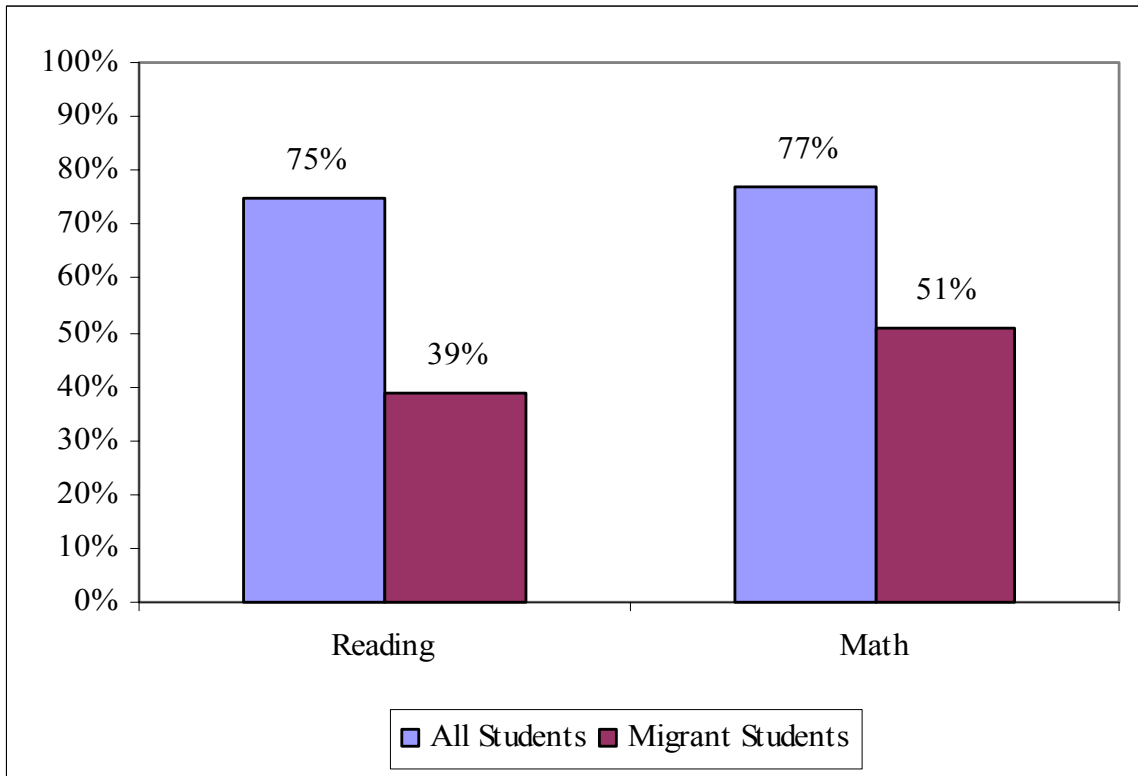
■ Idaho Staff (361)

■ National Staff (14,384)

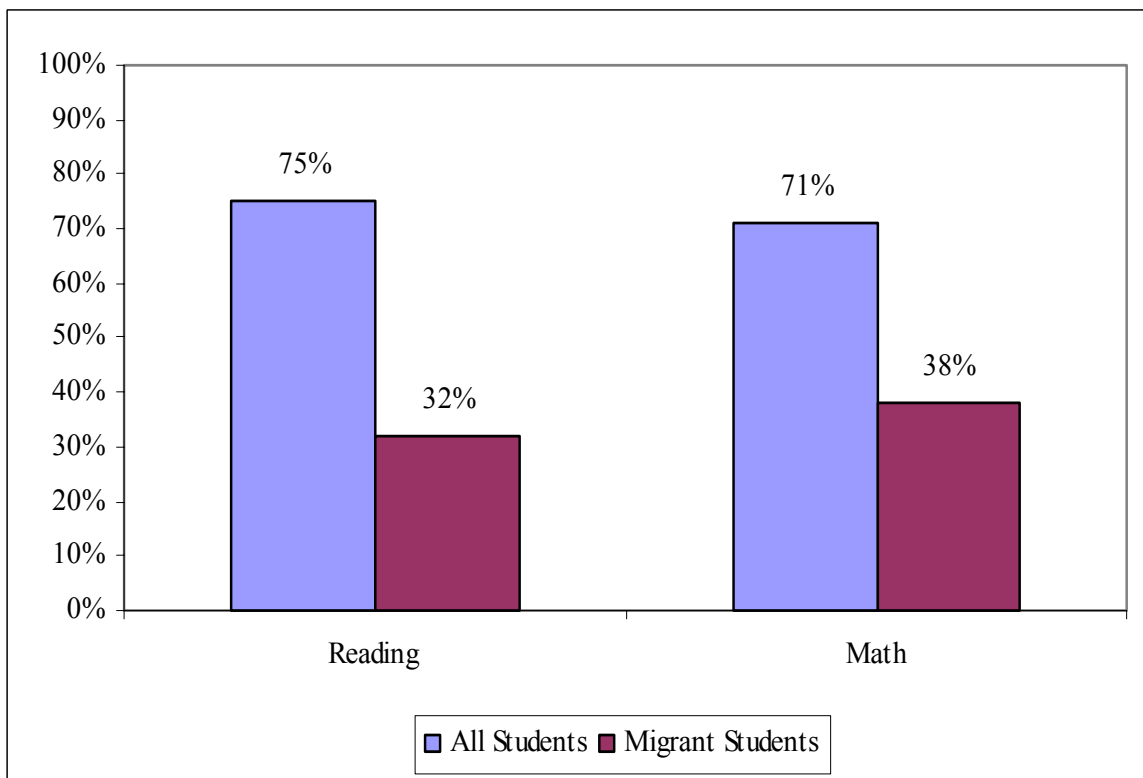
■ Idaho Staff (146)

IDAHO 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Idaho, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Idaho, 2002-03



ILLINOIS 2001-02

State Summary

Illinois has less than 1 percent of all eligible and participating migrant children for at least part of the year. Hispanics account for 99 percent of the migrant student body population compared with the national average of 89 percent. Students in other (e.g., out-of-school and ungraded) programs made up 22 percent of the student population during the regular term, which is much greater than the nation at 9 percent.

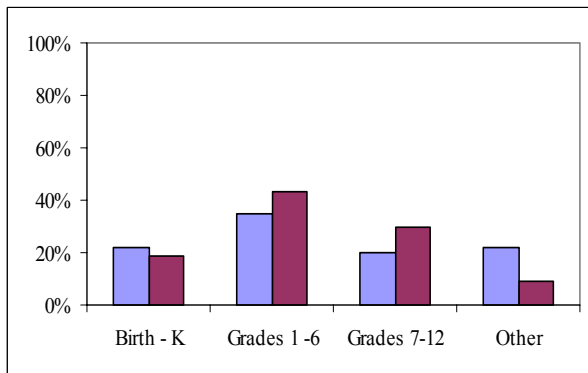
Instructional services during the summer or intersession term were higher than the national average. For example, reading or language arts consisted of 93 percent, compared with 60 percent of the national average. Teacher aides comprised 56 percent of the staffing hours in MEP-Funded programs in the regular term.

Eligible and Participating Migrant Children

	Trend for Illinois			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	4,096	4,670	4,566	872,732
Summer/Intersession	2,541	2,765	2,480	390,747
Participants				
Regular Term	1,026	2,044	4,694	645,952
Summer/Intersession	2,543	2,904	2,488	405,964

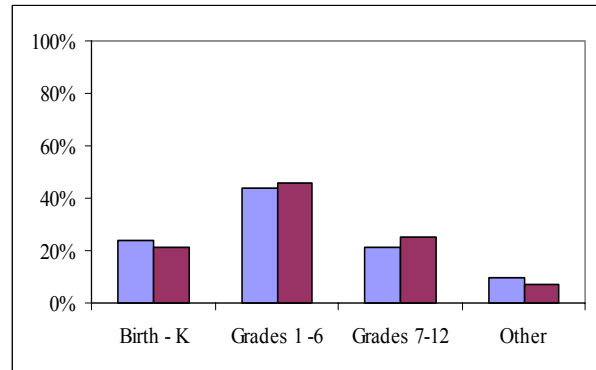
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Illinois (4,694) ■ National (645,952)

Summer/Intersession



■ Illinois (2,488) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

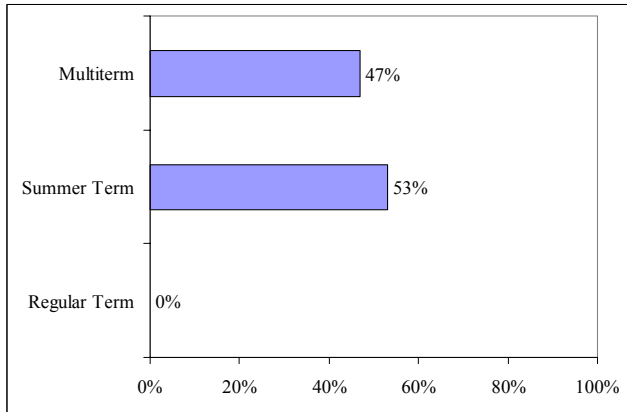
	Illinois (5,505)	National (767,472)
Males	56%	53%
Females	44%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	2%	6%
Other	0%	0%

ILLINOIS 2001-02

Migrant Students Participating in MEP Services by School Term Type

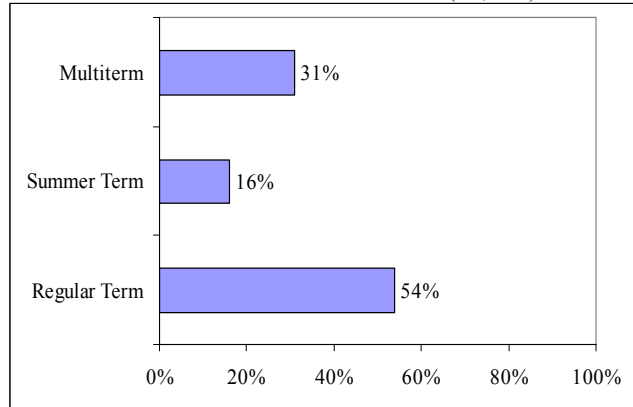
	Illinois		National	
	Regular Term (4,694)	Summer/Intersession (2,488)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	27%	93%	30%	60%
English for LEP Children (ESL)	2%	40%	14%	17%
Mathematics	5%	44%	19%	47%
Science	4%	34%	7%	13%
Social Studies	4%	42%	7%	13%
Vocational/Career	0%	19%	4%	6%
Other	3%	55%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	2%	40%	21%	22%
Social Work, Outreach, or Advocacy	39%	83%	55%	49%
Health, Dental, and Eye Care	0%	64%	14%	22%
Transportation	4%	52%	7%	21%
Other	3%	7%	23%	24%

Illinois (15)



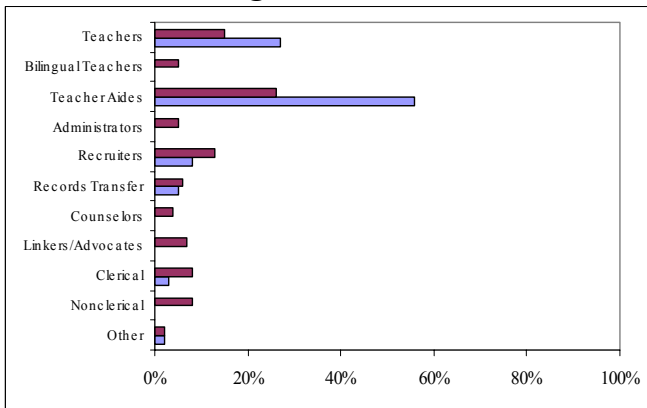
MEP-Funded Project Sites

National (11,142)

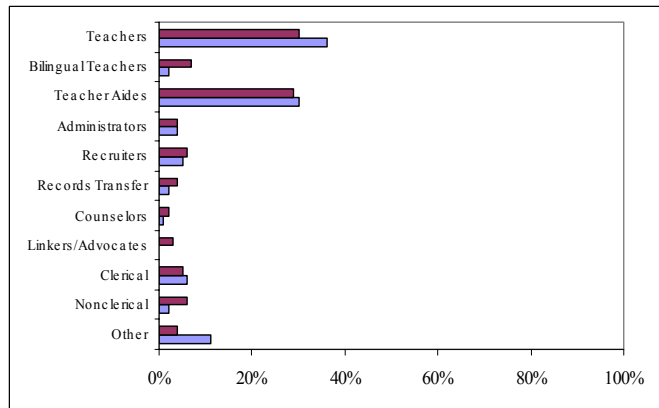


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

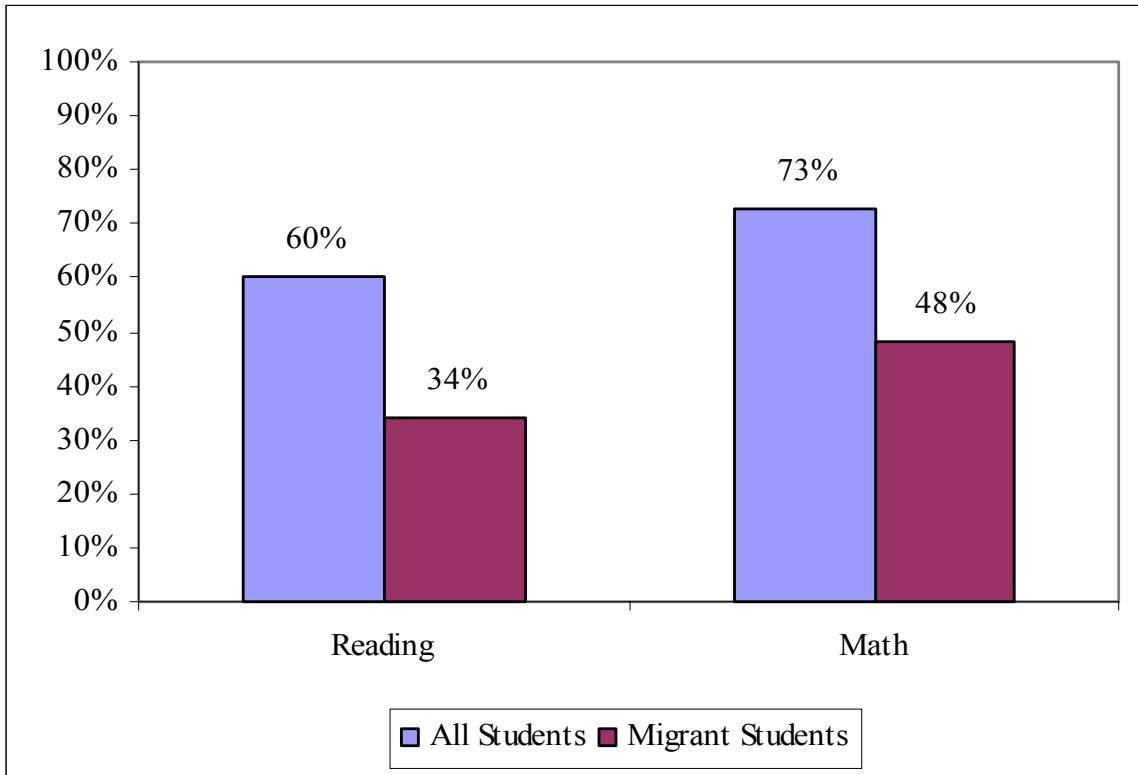
■ Illinois Staff (41)

■ National Staff (14,384)

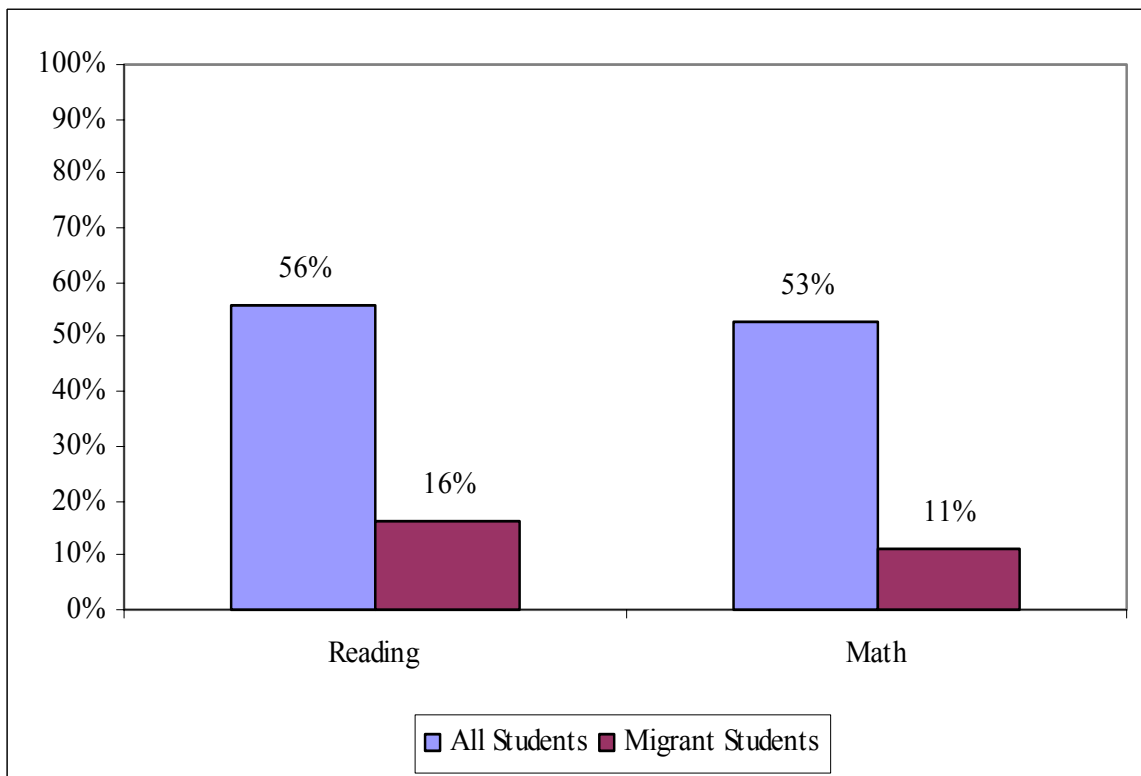
■ Illinois Staff (271)

ILLINOIS 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Illinois, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Illinois, 2002-03



INDIANA 2001-02

State Summary

Indiana has about 1 percent of all eligible and participating migrant children for at least part of the year. Of the migrant children served during the regular term, nearly 30 percent were elementary school age and almost 30 percent were in birth-K programs. The migrant student population in Indiana is almost exclusively Hispanic (99 percent), compared with the national average of 89 percent.

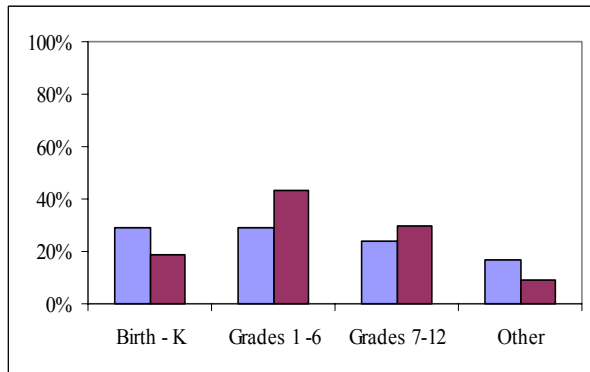
During the regular term, migrant students generally participated in reading or language arts and social studies (both at 51 percent), and received instructions in science (49 percent) and in mathematics (48 percent). The support services that were most used in Indiana was social work type (80 percent) and medical (21 percent) services.

Eligible and Participating Migrant Children

	Trend for Indiana			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	8,281	9,569	9,203	872,732
Summer/Intersession	6,498	7,494	7,271	390,747
Participants				
Regular Term	7,586	8,888	8,475	645,952
Summer/Intersession	7,184	8,184	7,946	405,964

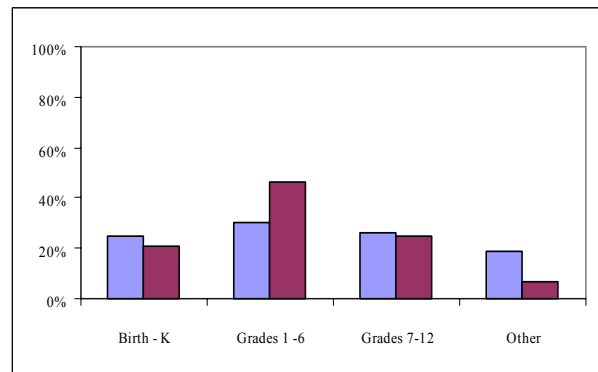
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Indiana (8,475) ■ National (645,952)

Summer/Intersession



■ Indiana (7,946) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

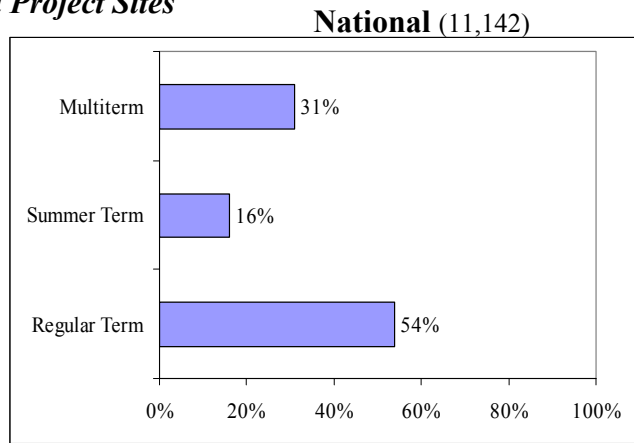
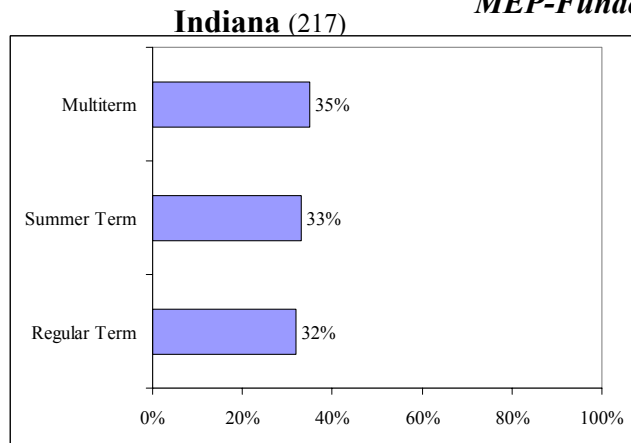
	Indiana (12,843)	National (767,472)
Males	56%	53%
Females	44%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

INDIANA 2001-02

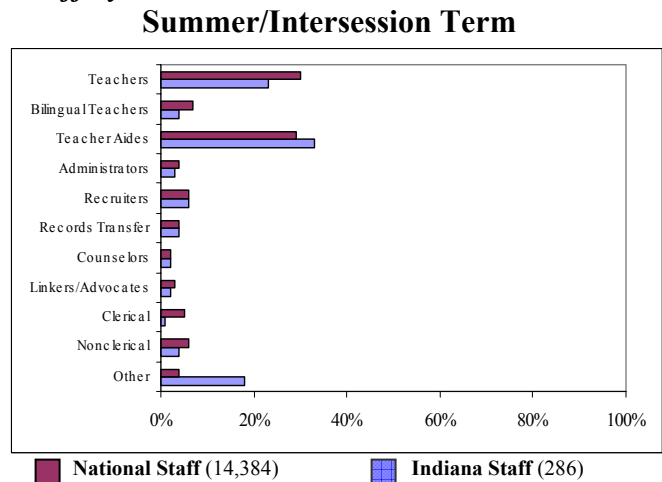
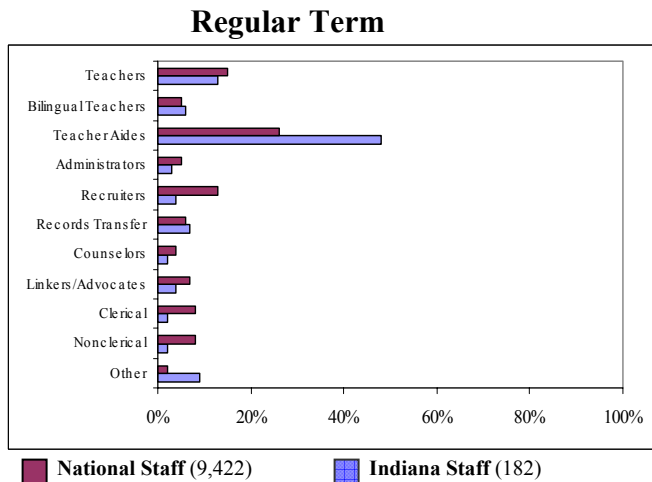
Migrant Students Participating in MEP Services by School Term Type

	Indiana		National	
	Regular Term (8,475)	Summer/Intersession (7,946)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	51%	52%	30%	60%
English for LEP Children (ESL)	23%	27%	14%	17%
Mathematics	48%	49%	19%	47%
Science	49%	47%	7%	13%
Social Studies	51%	53%	7%	13%
Vocational/Career	17%	21%	4%	6%
Other	51%	58%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	50%	55%	21%	22%
Social Work, Outreach, or Advocacy	80%	80%	55%	49%
Health, Dental, and Eye Care	21%	27%	14%	22%
Transportation	5%	24%	7%	21%
Other	0%	0%	23%	24%

MEP-Funded Project Sites

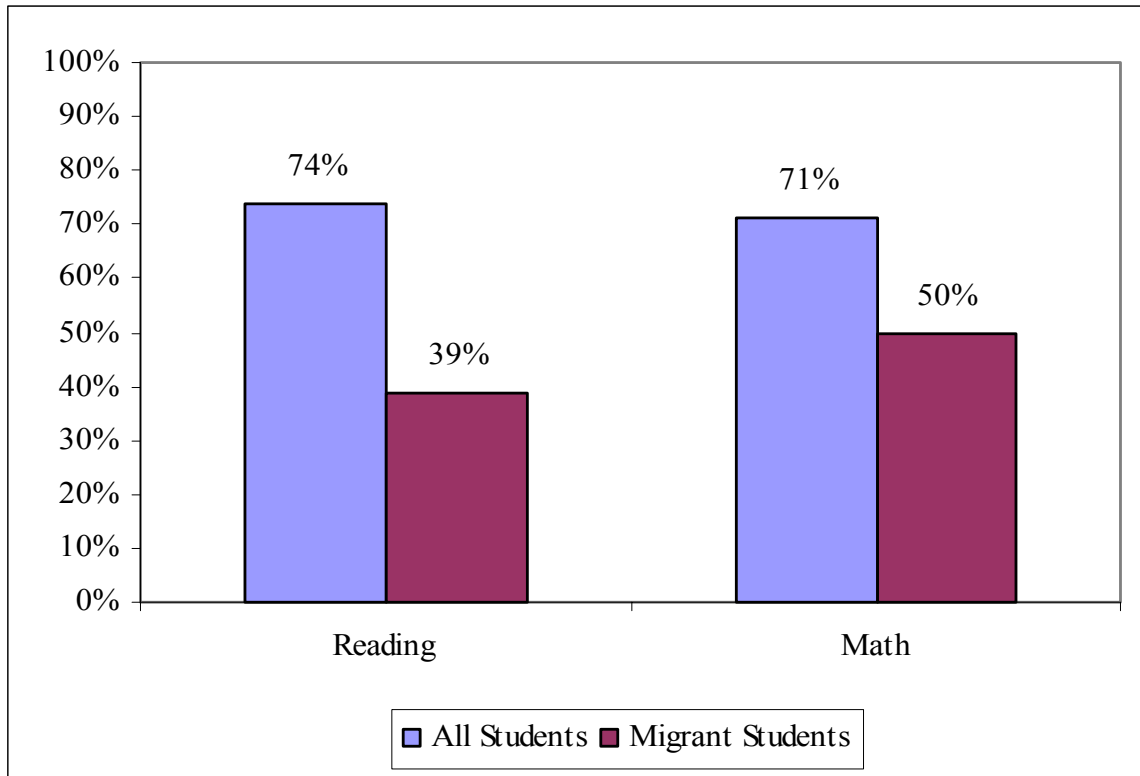


MEP-Funded FTE Staff by Term

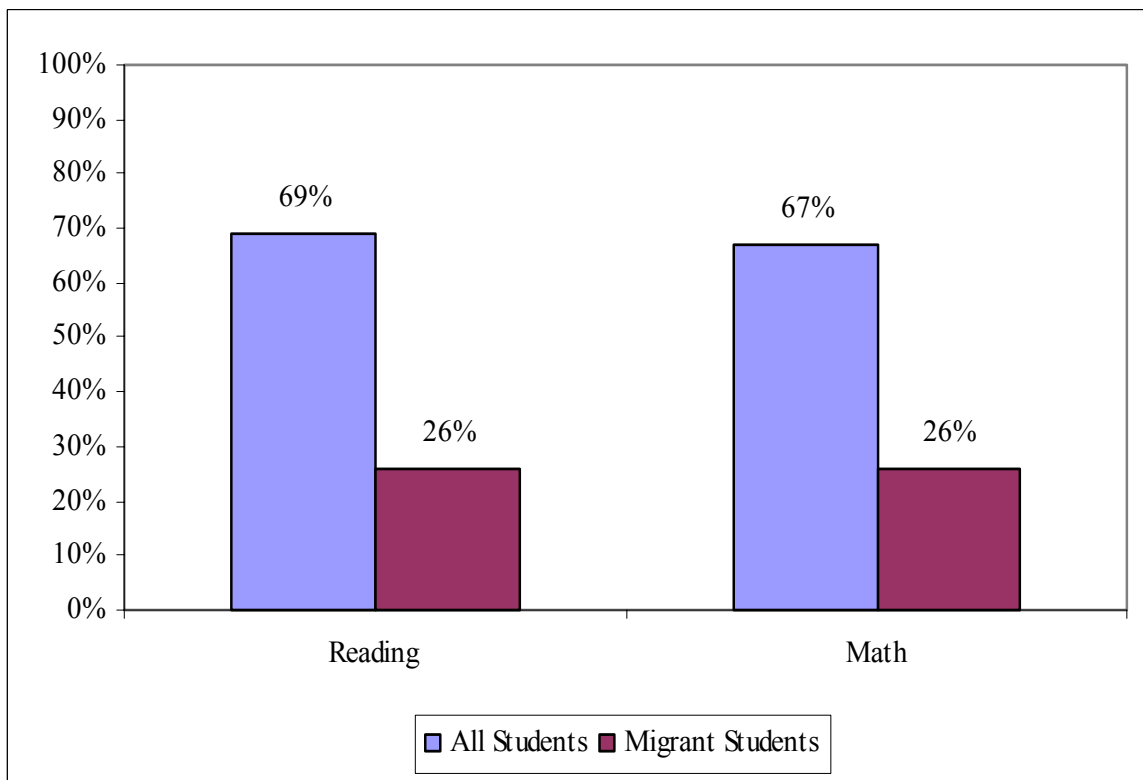


INDIANA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Indiana, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Indiana, 2002-03



IOWA 2001-02

State Summary

Iowa's migrant student population makes up less than 1 percent of the national total. The number of white migrant students was a little more than double the national average 14 percent versus 6 percent, and the number of students of Hispanic origin was 7 percentage points less than the national average of 89 percent.

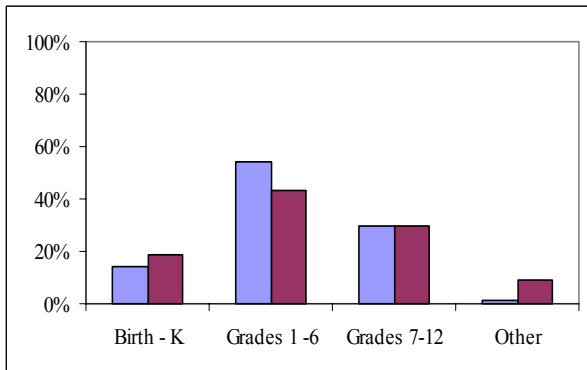
During the regular-term, Iowa served a greater percentage of elementary school age students (54 percent) than the national average (43 percent) and a much smaller percentage of other (out-of-school and ungraded) (1 percent) students than the nation as a whole (9 percent). During the summer or intersession term, a greater proportion of elementary school age migrant students (65 percent) were served than were served nationally (46 percent).

Eligible and Participating Migrant Children

	Trend for Iowa			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	6,788	7,517	8,360	872,732
Summer/Intersession	498	734	834	390,747
Participants				
Regular Term	2,116	6,701	3,327	645,952
Summer/Intersession	498	735	835	405,964

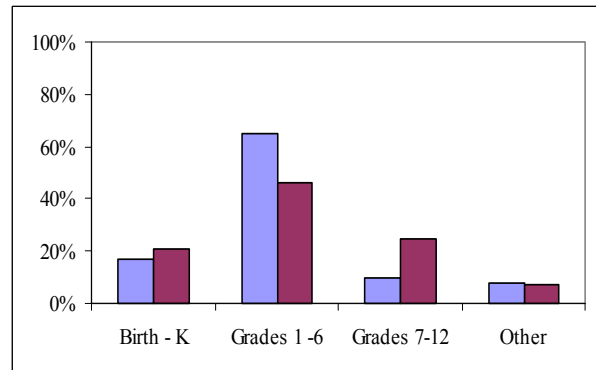
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Iowa (3,327) National (645,952)

Summer/Intersession



Iowa (835) National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Iowa (3,621)	National (767,472)
Males	52%	53%
Females	48%	47%
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	2%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	82%	89%
White (not of Hispanic origin)	14%	6%
Other	0%	0%

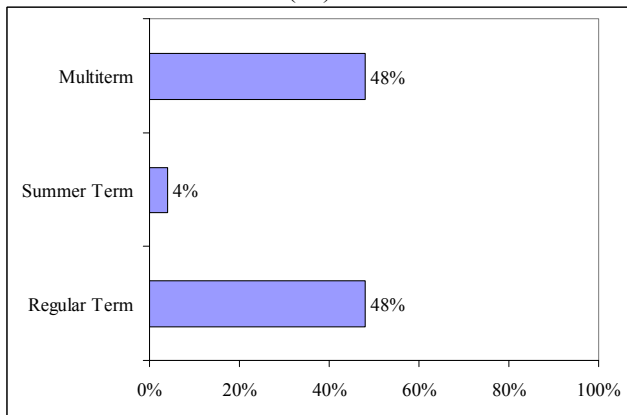
IOWA 2001-02

Migrant Students Participating in MEP Services by School Term Type

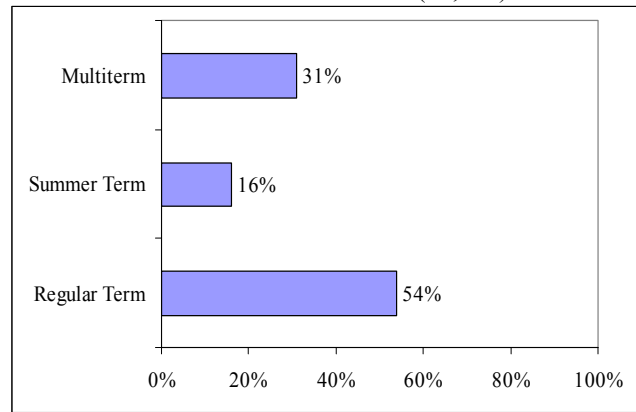
	Iowa		National	
	Regular Term (3,327)	Summer/Intersession (835)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	42%	55%	30%	60%
English for LEP Children (ESL)	74%	25%	14%	17%
Mathematics	35%	46%	19%	47%
Science	24%	0%	7%	13%
Social Studies	25%	0%	7%	13%
Vocational/Career	2%	3%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	16%	21%	55%	49%
Health, Dental, and Eye Care	2%	0%	14%	22%
Transportation	0%	11%	7%	21%
Other	17%	23%	23%	24%

MEP-Funded Project Sites

Iowa (23)

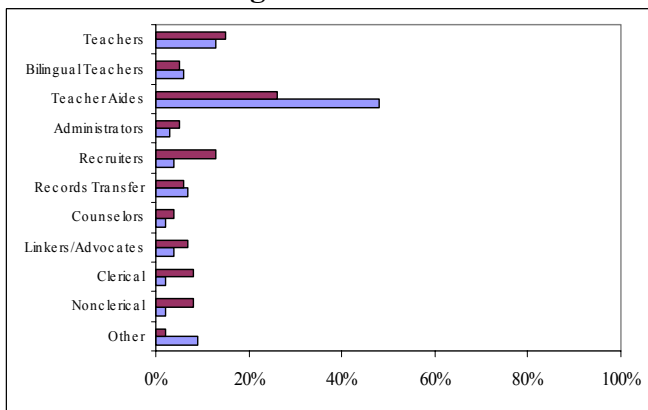


National (11,142)

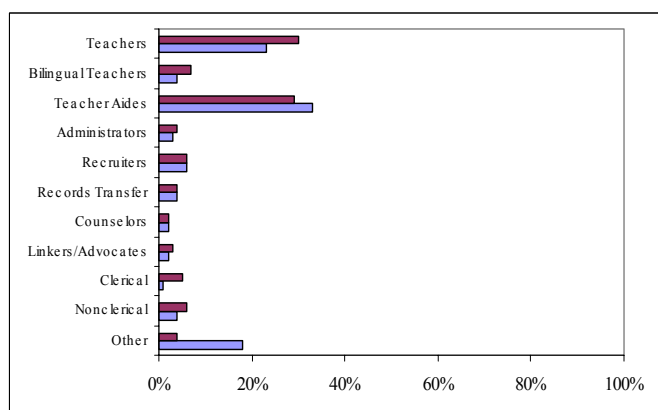


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

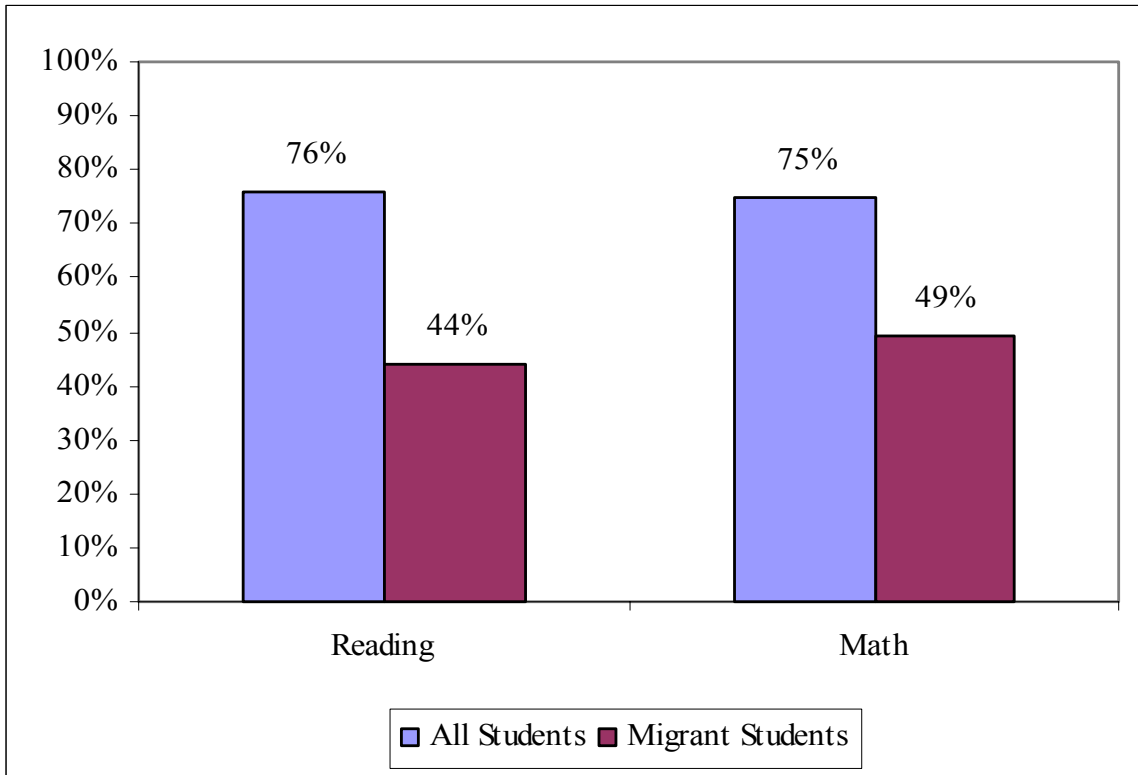
■ Iowa Staff (55)

■ National Staff (14,384)

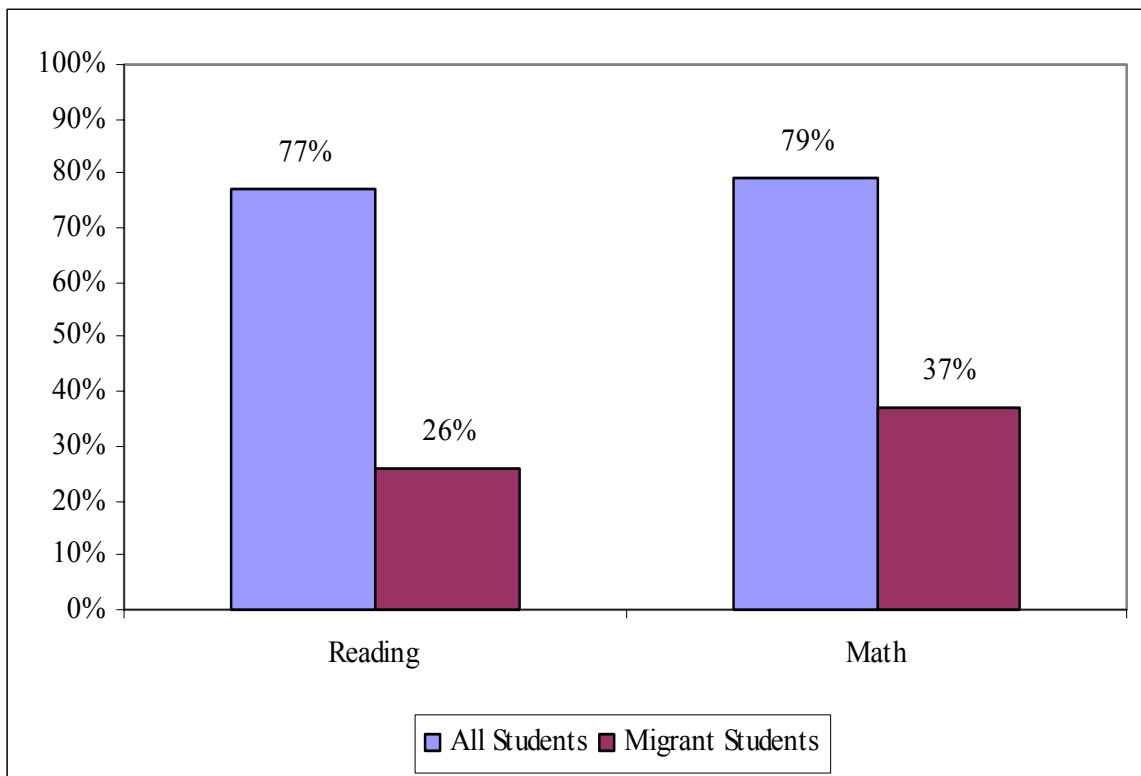
■ Iowa Staff (88)

IOWA 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Iowa, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Iowa, 2002-03



KANSAS 2001-02

State Summary

The migrant children and youths in Kansas account for a little more than 2 percent of the eligible migrant children in the United States. Of participating summer or intersession students, more than half of them were in the elementary grades. Thirty-three percent of regular-term migrant students were in grades 1-6, 23 percent in grades 7-12, and 28 percent in another group (other). At 28 percent, the other category (students in out-of-school or ungraded programs) was proportionally much greater than the national average (9 percent).

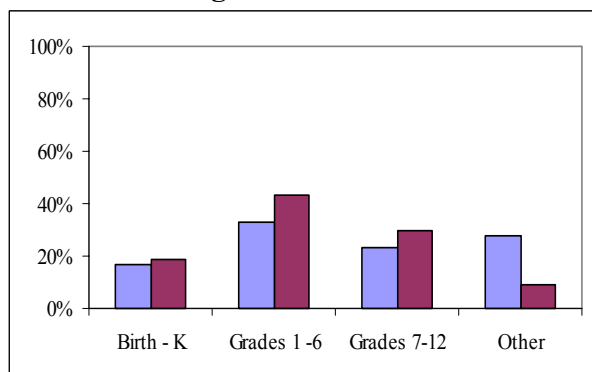
Twenty-eight percent of the migrant students received reading and language arts services, and 17 percent attended ESL classes during the regular term. Half of summer or intersession migrant students versus 60 percent nationally received reading or language arts services.

Eligible and Participating Migrant Children

	Trend for Kansas			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	22,239	25,915	21,765	872,732
Summer/Intersession	7,077	6,689	5,934	390,747
Participants				
Regular Term	17,855	21,189	19,669	645,952
Summer/Intersession	7,500	6,898	6,049	405,964

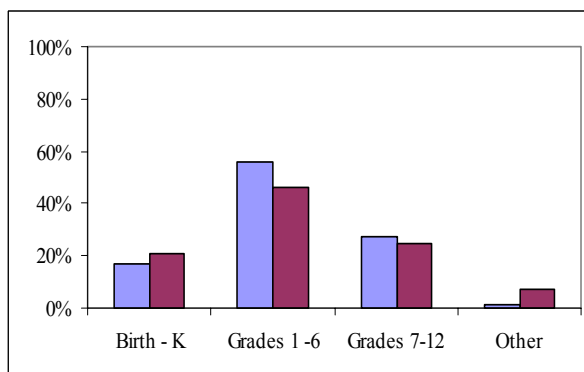
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Kansas (19,669) ■ National (645,952)

Summer/Intersession



■ Kansas (6,049) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

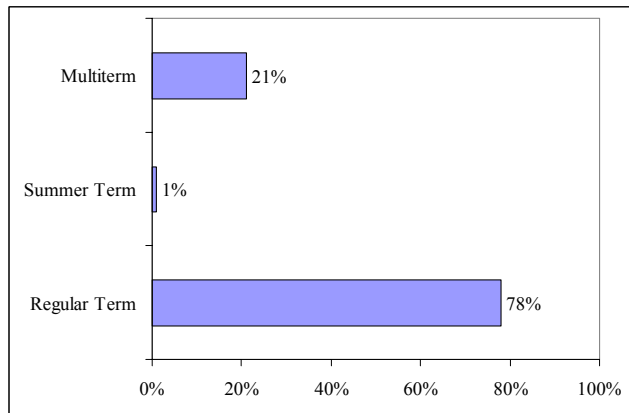
	Kansas (14,322)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	8%	2%
Black (not of Hispanic origin)	2%	2%
Hispanic	76%	89%
White (not of Hispanic origin)	14%	6%
Other	0%	0%

KANSAS 2001-02

Migrant Students Participating in MEP Services by School Term Type

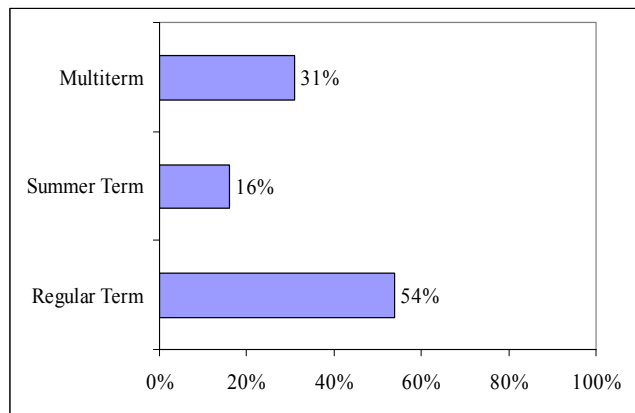
	Kansas		National	
	Regular Term (19,669)	Summer/Intersession (6,049)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	28%	50%	30%	60%
English for LEP Children (ESL)	17%	15%	14%	17%
Mathematics	11%	30%	19%	47%
Science	6%	29%	7%	13%
Social Studies	5%	12%	7%	13%
Vocational/Career	8%	3%	4%	6%
Other	1%	13%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	11%	10%	21%	22%
Social Work, Outreach, or Advocacy	19%	24%	55%	49%
Health, Dental, and Eye Care	6%	3%	14%	22%
Transportation	4%	18%	7%	21%
Other	1%	2%	23%	24%

Kansas (132)



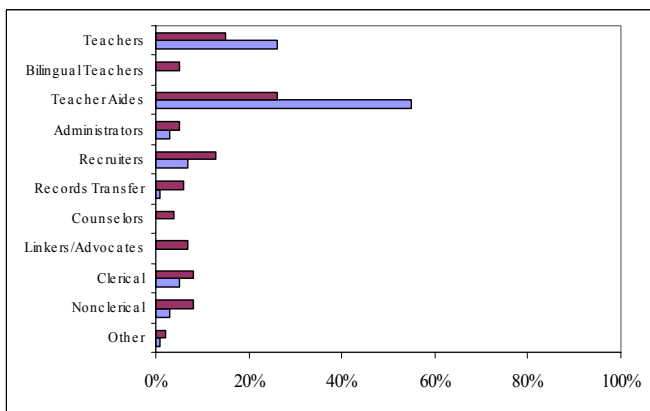
MEP-Funded Project Sites

National (11,142)

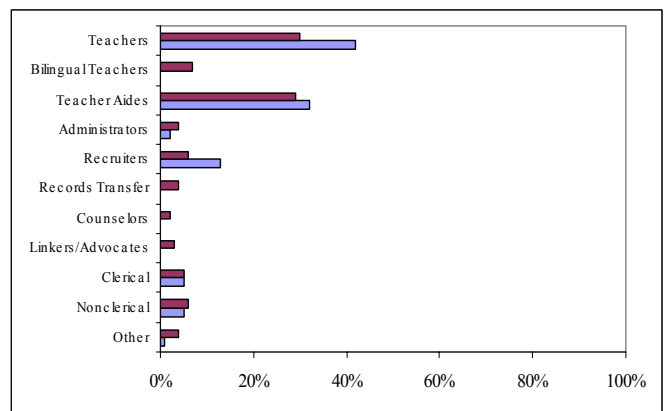


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

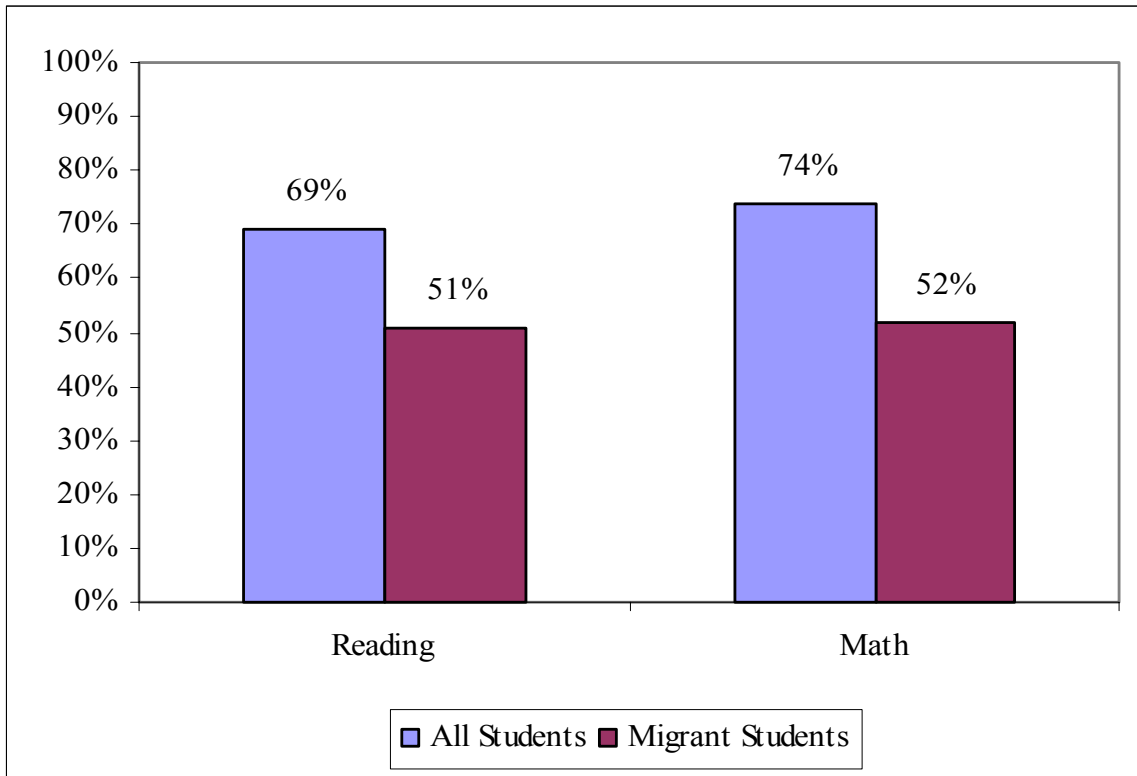
■ Kansas Staff (325)

■ National Staff (14,384)

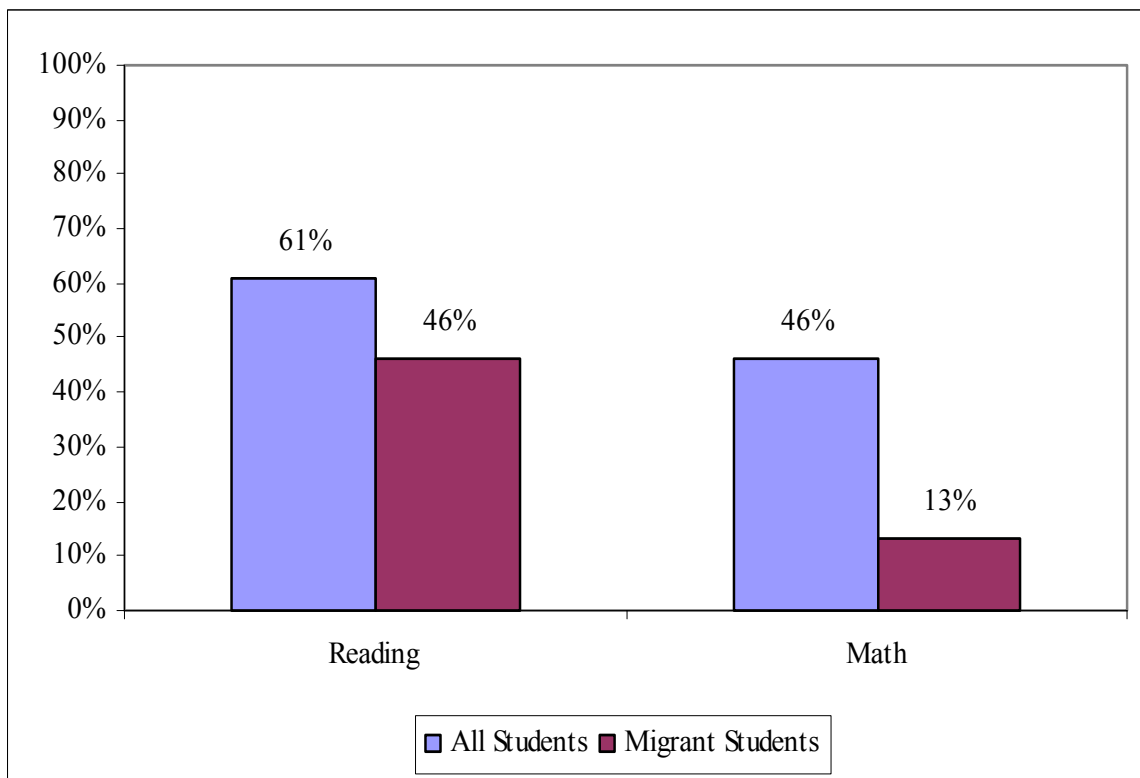
■ Kansas Staff (170)

KANSAS 2002-03

Percent of Fifth-Grade Students Scoring At or Above Proficient in Kansas, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Kansas, 2002-03



KENTUCKY 2001-02

State Summary

Kentucky has close to 2 percent of all eligible and participating migrant children for at least part of the year. Unlike the nation, Kentucky's migrant student population is largely (70 percent) white. The Hispanic migrant students make up a quarter of the population and black migrant students make up 4 percent.

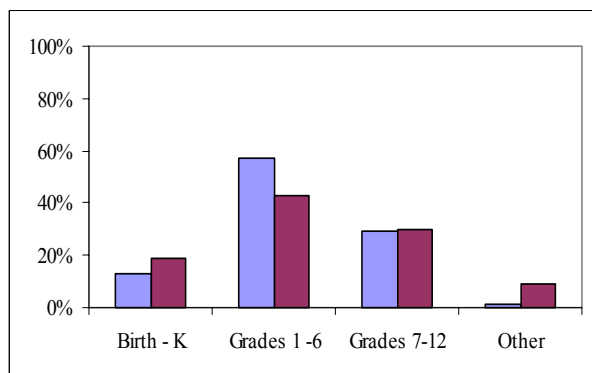
Birth-through-kindergarten students made up 13 percent of the regular-term migrant student population while 57 percent were in grades 1 through 6, 29 percent were in grades 7 through 12, and only 1 percent were in other categories (out-of-school or ungraded programs). Thirty-four percent of students in the regular term and 85 percent of students in the summer or intersession term received reading and language arts services (34 percent); 22 percent received mathematics services.

Eligible and Participating Migrant Children

	Trend for Kentucky			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	21,788	17,740	15,950	872,732
Summer/Intersession	6,022	4,964	4,871	390,747
Participants				
Regular Term	22,219	14,554	7,345	645,952
Summer/Intersession	6,029	5,300	4,891	405,964

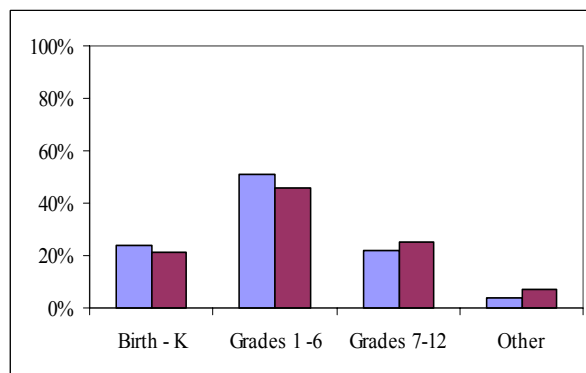
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Kentucky (7,345) ■ National (645,952)

Summer/Intersession



■ Kentucky (4,891) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

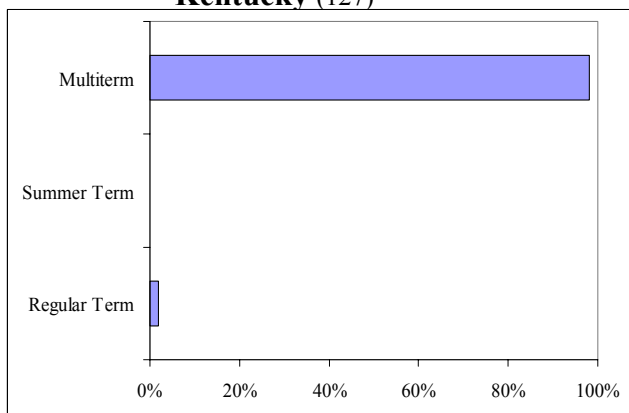
	Kentucky (14,357)	National (767,472)
Males	54%	53%
Females	46%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	4%	2%
Hispanic	25%	89%
White (not of Hispanic origin)	70%	6%
Other	1%	0%

KENTUCKY 2001-02

Migrant Students Participating in MEP Services by School Term Type

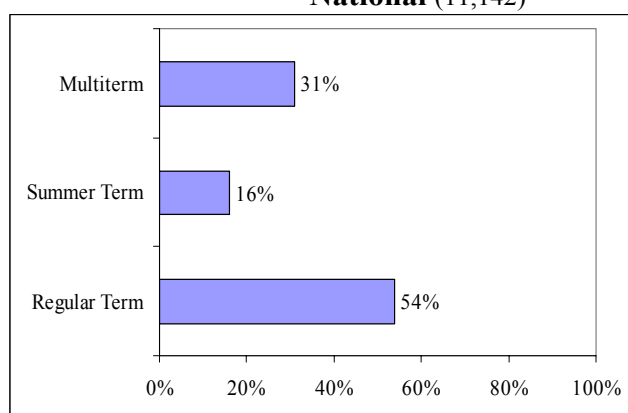
	Kentucky		National	
	Regular Term (7,345)	Summer/Intersession (4,891)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	34%	85%	30%	60%
English for LEP Children (ESL)	7%	15%	14%	17%
Mathematics	22%	64%	19%	47%
Science	11%	20%	7%	13%
Social Studies	10%	19%	7%	13%
Vocational/Career	3%	8%	4%	6%
Other	5%	15%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	56%	17%	21%	22%
Social Work, Outreach, or Advocacy	124%	44%	55%	49%
Health, Dental, and Eye Care	17%	5%	14%	22%
Transportation	8%	14%	7%	21%
Other	0%	0%	23%	24%

Kentucky (127)



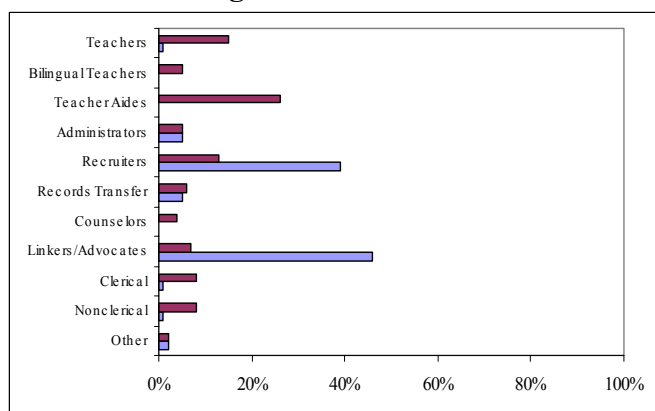
MEP-Funded Project Sites

National (11,142)

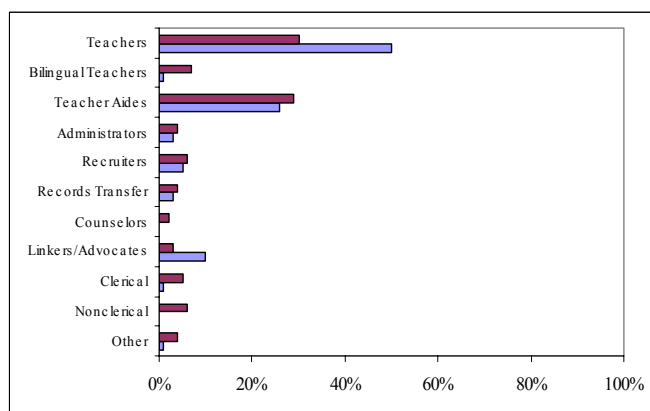


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

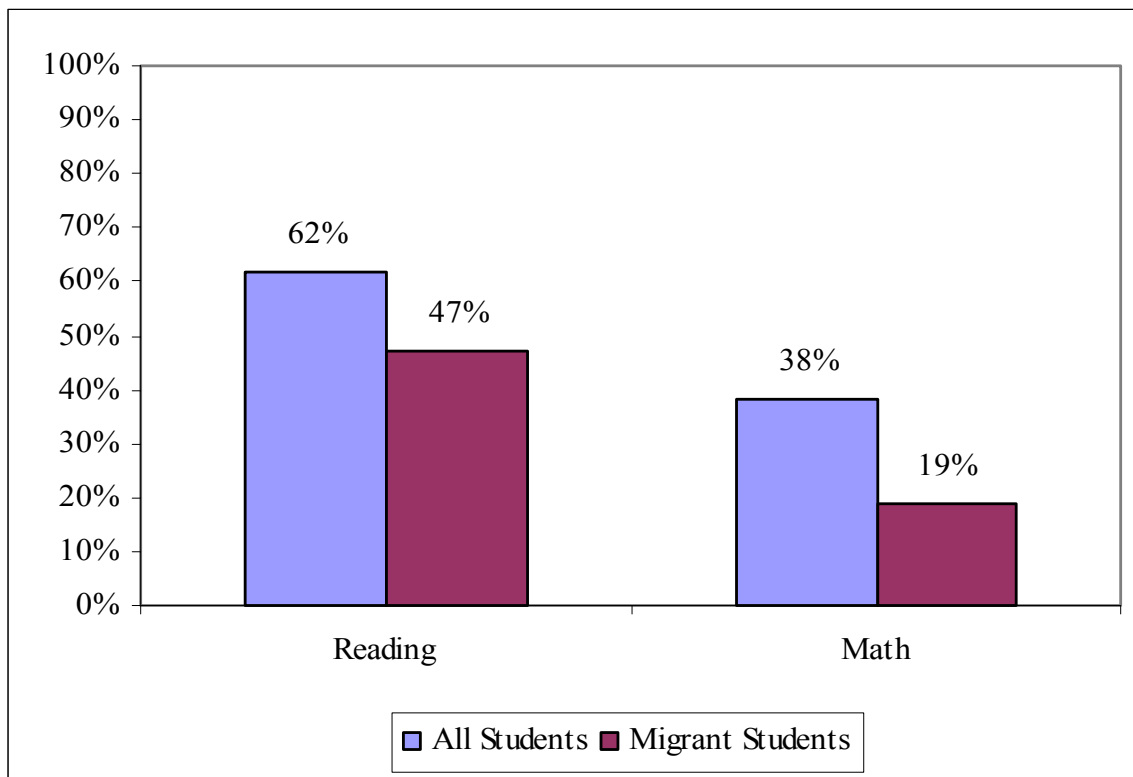
■ Kentucky Staff (172)

■ National Staff (14,384)

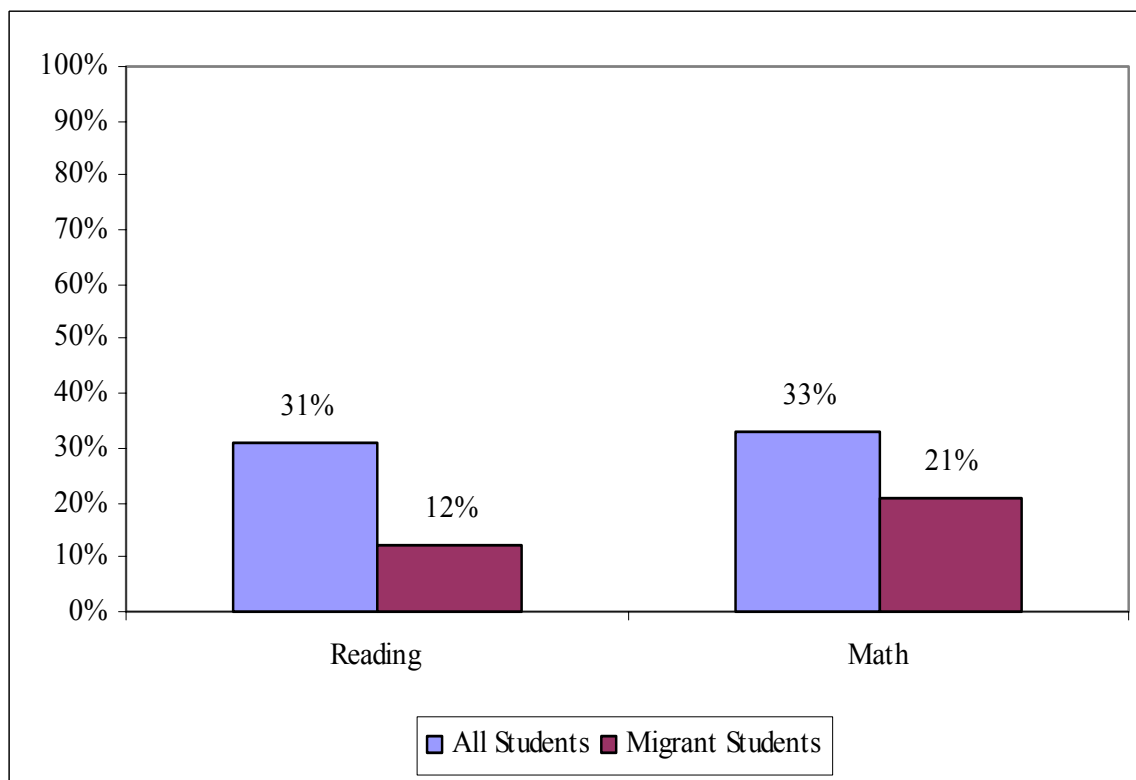
■ Kentucky Staff (301)

KENTUCKY 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Kentucky, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Kentucky, 2002-03



LOUISIANA 2001-02

State Summary

Louisiana has less than 1 percent of the eligible and participating migrant student population. The ethnicity of Louisiana's migrant students is quite diverse. The largest groups of students are white (42 percent) and black (23 percent). However, Hispanic students represent 21 percent of the population. Nationally, Hispanics make up 89 percent of the migrant student population.

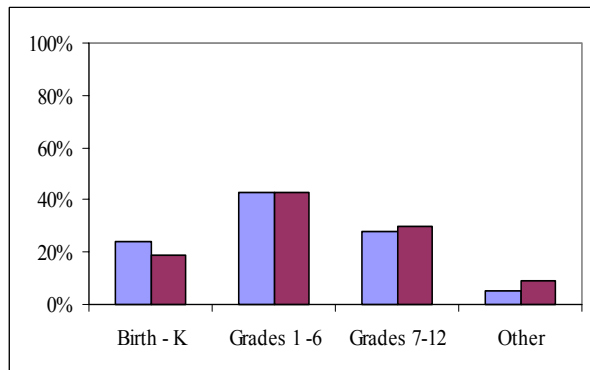
Over two-thirds of the migrant students obtained reading and language arts (69 percent) services in the summer session, compared with 60 percent nationally. Eight percent of regular term migrant students received reading or language arts services, compared with 30 percent nationally. Advocates and linkers made up 40 percent of the staffing during the regular term as well as the summer or intersession term.

Eligible and Participating Migrant Children

	Trend for Louisiana			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	6,315	5,359	5,975	872,732
Summer/Intersession	2,675	3,193	3,324	390,747
Participants				
Regular Term	5,058	4,400	4,038	645,952
Summer/Intersession	2,725	3,260	3,486	405,964

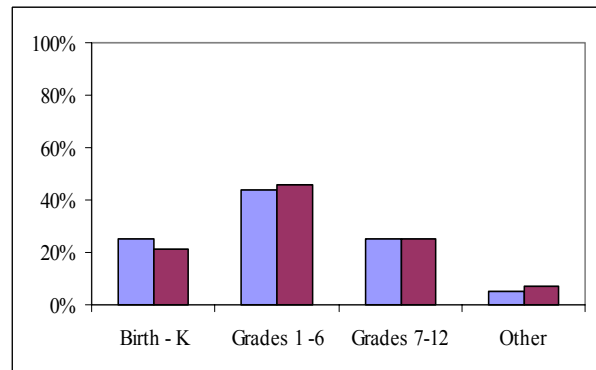
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Louisiana (4,038) ■ National (645,952)

Summer/Intersession



■ Louisiana (3,486) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Louisiana (492)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	12%	2%
Black (not of Hispanic origin)	23%	2%
Hispanic	21%	89%
White (not of Hispanic origin)	42%	6%
Other	0%	0%

LOUISIANA 2001-02

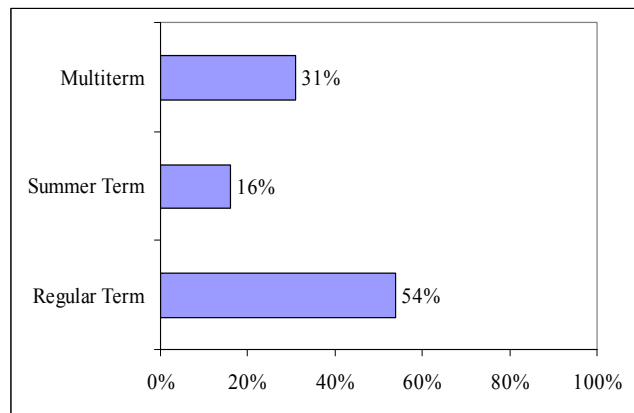
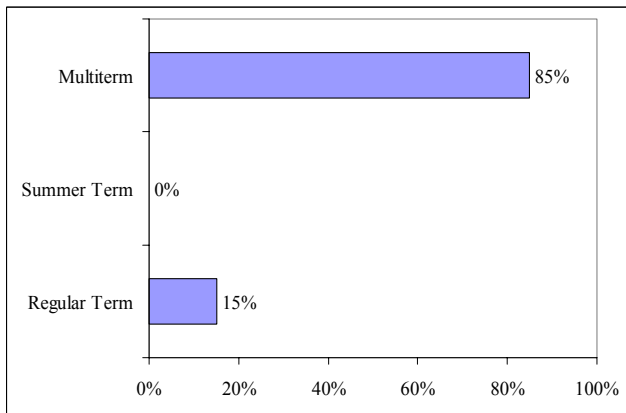
Migrant Students Participating in MEP Services by School Term Type

	Louisiana		National	
	Regular Term (4,038)	Summer/Intersession (3,486)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	8%	69%	30%	60%
English for LEP Children (ESL)	3%	0%	14%	17%
Mathematics	5%	0%	19%	47%
Science	0%	0%	7%	13%
Social Studies	1%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	22%	5%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	117%	8%	55%	49%
Health, Dental, and Eye Care	14%	0%	14%	22%
Transportation	1%	1%	7%	21%
Other	118%	13%	23%	24%

Louisiana (13)

MEP-Funded Project Sites

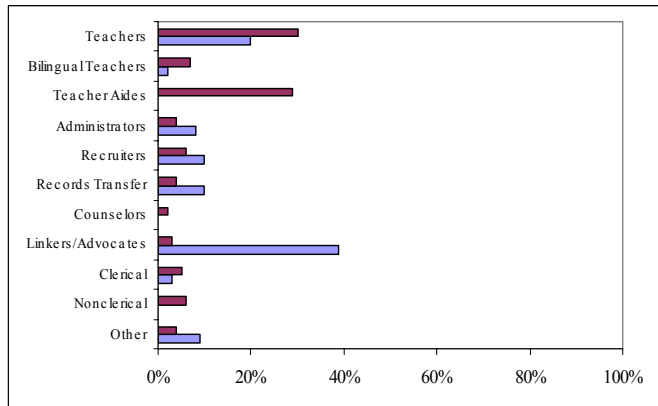
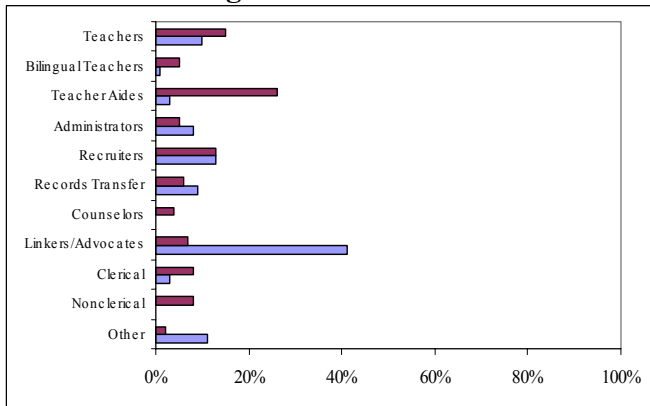
National (11,142)



Percent of MEP-Funded FTE Staffs by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

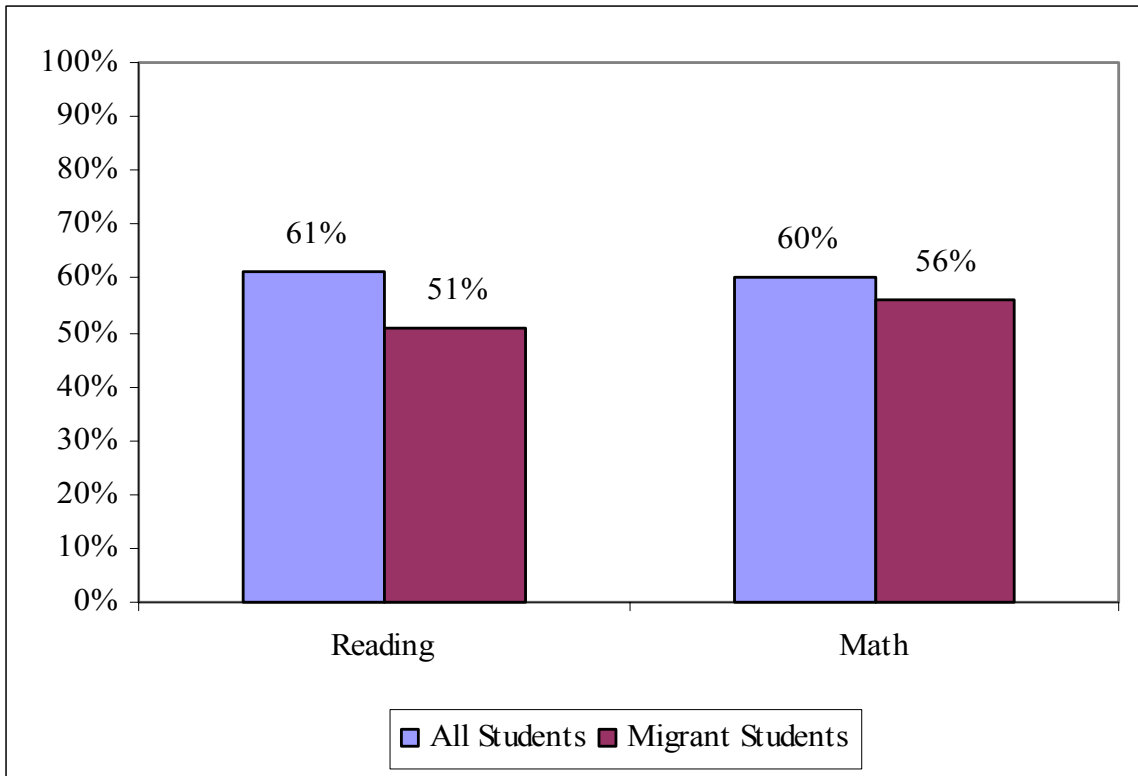
■ Louisiana Staff (70)

■ National Staff (14,384)

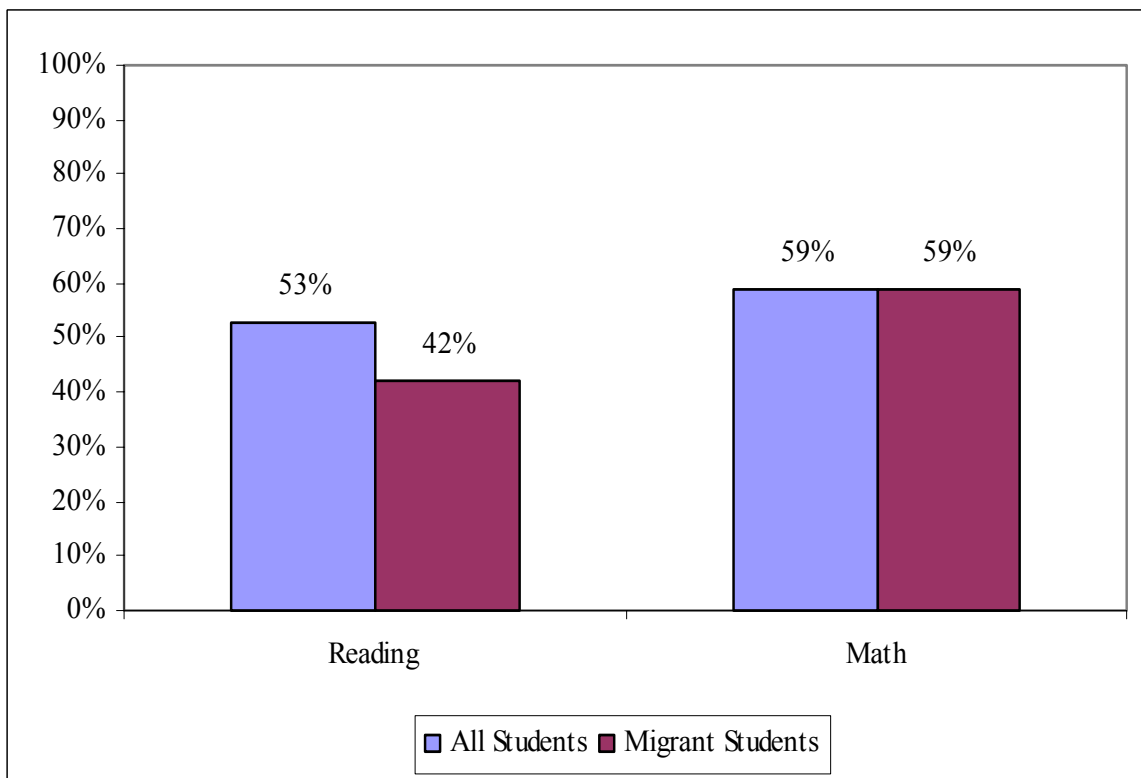
■ Louisiana Staff (57)

LOUISIANA 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Louisiana, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Louisiana, 2002-03



MAINE 2001-02

State Summary

Maine has just over 1 percent of all eligible migrant children for at least part of the year. The percentage (7 percent) of very young migrant children (birth through kindergarten) in Maine is lower than the national average of 19 percent. Maine's migrant student body is primarily composed of white students (71 percent) while nationally most migrant students (89 percent) are Hispanic.

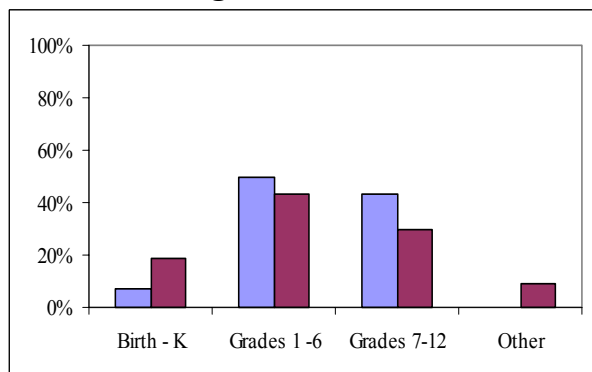
Staffing hours in Maine's MEP-funded programs were used by teachers (59 percent in the regular term and 53 percent during the summer or intersession term) and advocate positions (31 percent in the regular term). Nationally, during the regular term, 15 percent of staffing hours were used by teachers and 7 percent by linkers or advocates.

Eligible and Participating Migrant Children

	Trend for Maine			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	8,809	9,035	9,035	872,732
Summer/Intersession	2,058	3,119	3,119	390,747
Participants				
Regular Term	6,553	4,041	4,041	645,952
Summer/Intersession	2,079	3,119	3,138	405,964

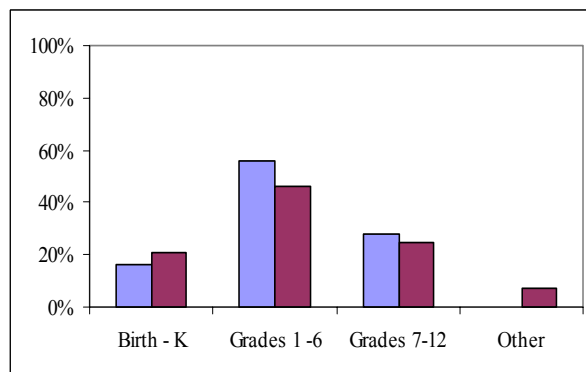
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Maine (4,041) ■ National (645,952)

Summer/Intersession



■ Maine (3,119) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

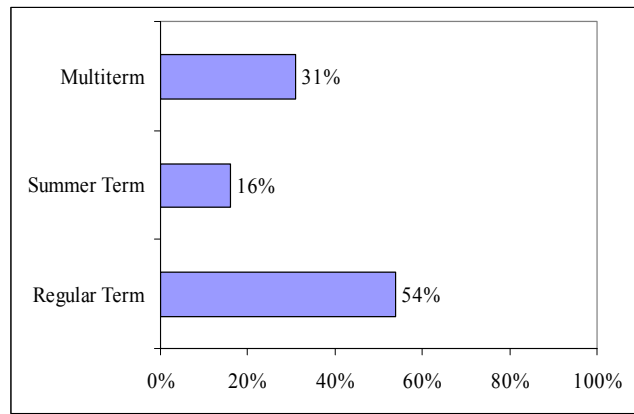
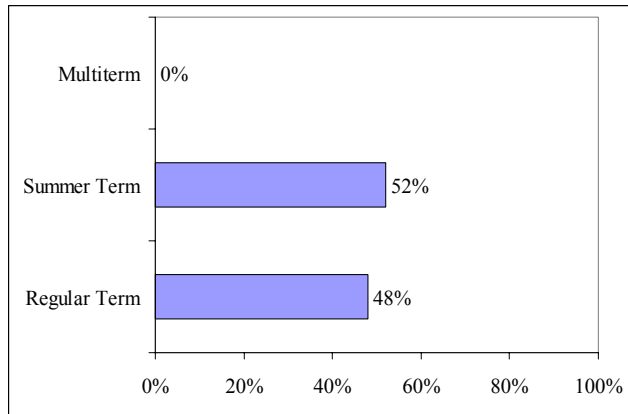
	Maine (4,797)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	8%	1%
Asian/Pacific Islander	7%	2%
Black (not of Hispanic origin)	7%	2%
Hispanic	6%	89%
White (not of Hispanic origin)	71%	6%
Other	0%	0%

MAINE 2001-02

Migrant Students Participating in MEP Services by School Term Type

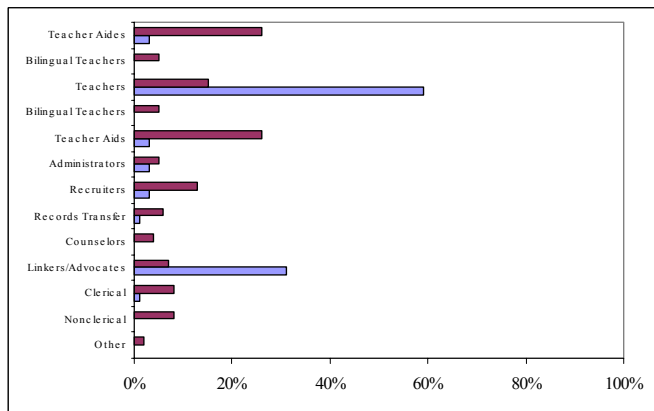
	Maine		National	
	Regular Term (4,041)	Summer/Intersession (3,138)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	106%	92%	30%	60%
English for LEP Children (ESL)	3%	2%	14%	17%
Mathematics	45%	39%	19%	47%
Science	33%	34%	7%	13%
Social Studies	21%	15%	7%	13%
Vocational/Career	19%	14%	4%	6%
Other	22%	16%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	62%	55%	21%	22%
Social Work, Outreach, or Advocacy	113%	82%	55%	49%
Health, Dental, and Eye Care	37%	37%	14%	22%
Transportation	22%	26%	7%	21%
Other	84%	57%	23%	24%

MEP-Funded Project Sites

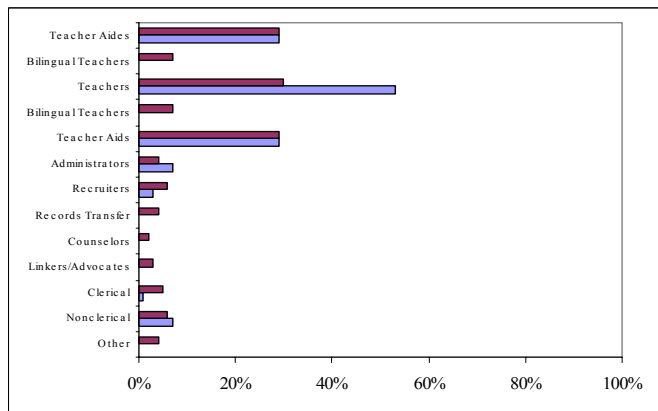


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

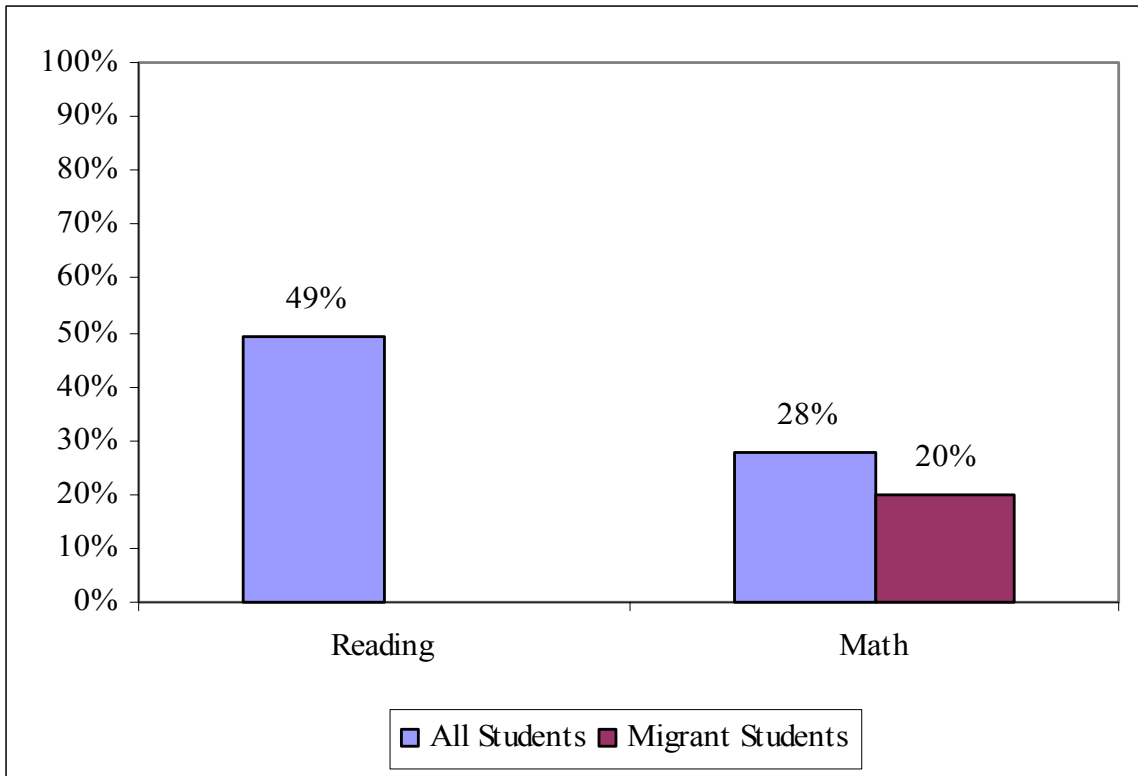
■ Maine Staff (94)

■ National Staff (14,384)

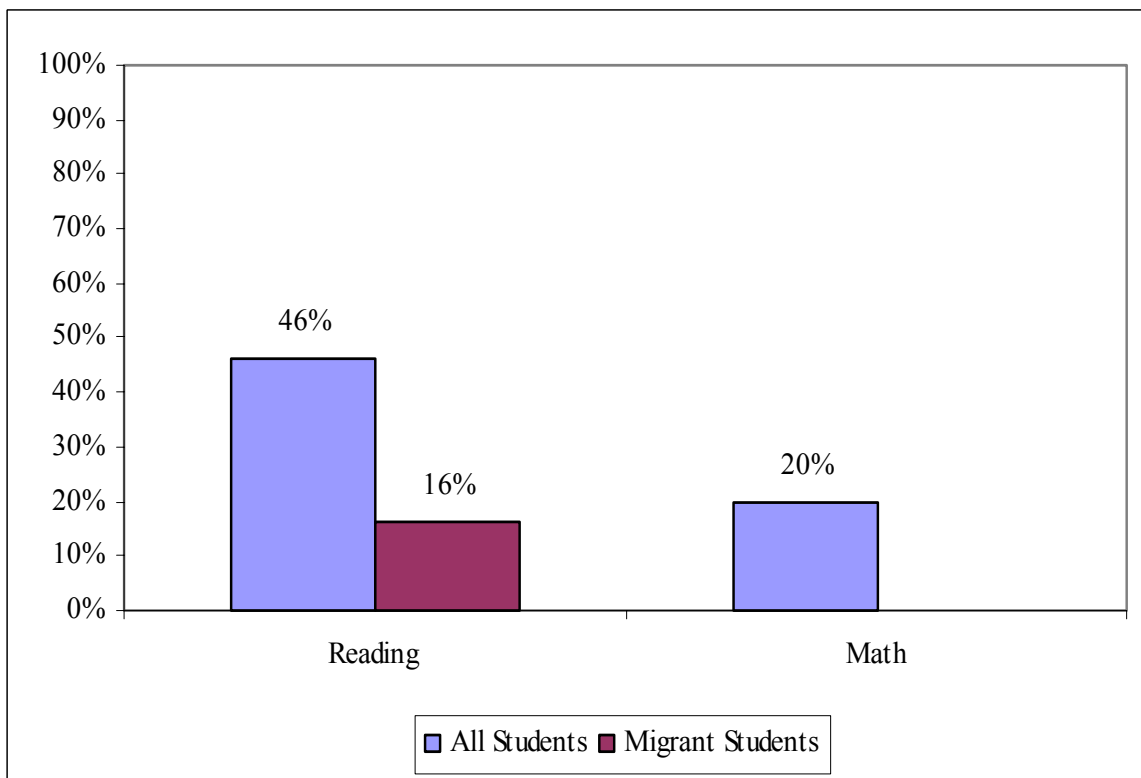
■ Maine Staff (143)

MAINE 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Maine, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Maine, 2002-03



MARYLAND 2001-02

State Summary

Maryland has less than 1 percent of the eligible and participating migrant children for at least part of the year. Ninety-one percent are of Hispanic origin.

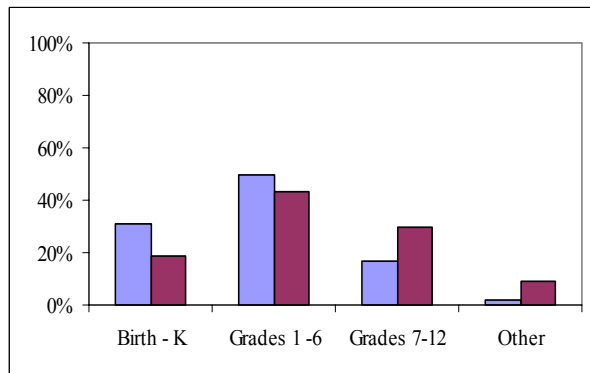
Forty-five percent of students that took part in the summer or intersession term received services in reading or language arts and mathematics. Sixty percent and 47 percent, respectively, of migrant students in the regular term nationally received these services. All (100 percent) students received social work type services, compared with 55 percent nationally. Teachers (43 percent) and teacher aides (31 percent) in Maryland comprised the most staffing hours used during the summer or intersession term versus 30 percent and 29 percent, respectively, at the national level.

Eligible and Participating Migrant Children

	Trend for Maryland			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month count	1,151	1,285	1,018	872,732
Summer/Intersession	727	822	558	390,747
Participants				
Regular Term	165	141	138	645,952
Summer/Intersession	801	929	594	405,964

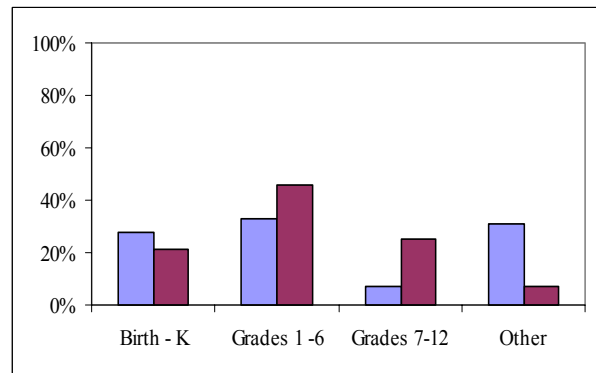
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Maryland (138) ■ National (645,952)

Summer/Intersession



■ Maryland (594) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

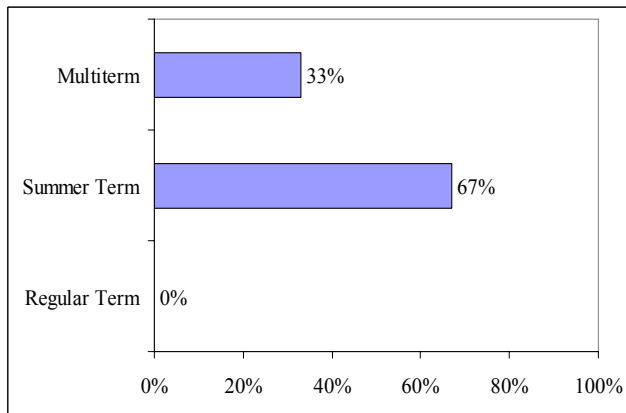
	Maryland (5841)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	8%	2%
Hispanic	91%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

MARYLAND 2001-02

Migrant Students Participating in MEP Services by School Term Type

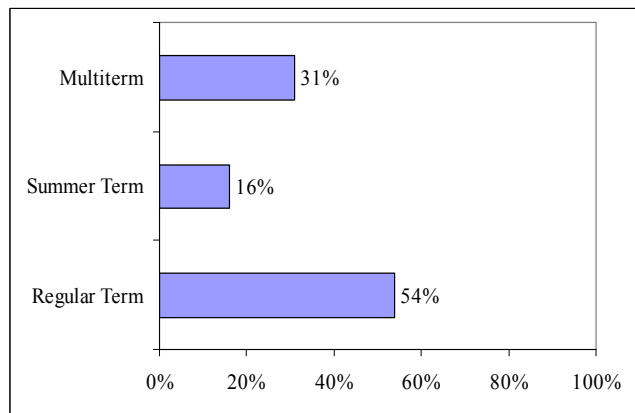
	Maryland		National	
	Regular Term (138)	Summer/Intersession (594)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	45%	30%	60%
English for LEP Children (ESL)	0%	19%	14%	17%
Mathematics	0%	45%	19%	47%
Science	0%	28%	7%	13%
Social Studies	0%	31%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	21%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	100%	82%	55%	49%
Health, Dental, and Eye Care	0%	0%	14%	22%
Transportation	0%	56%	7%	21%
Other	0%	0%	23%	24%

Maryland (3)



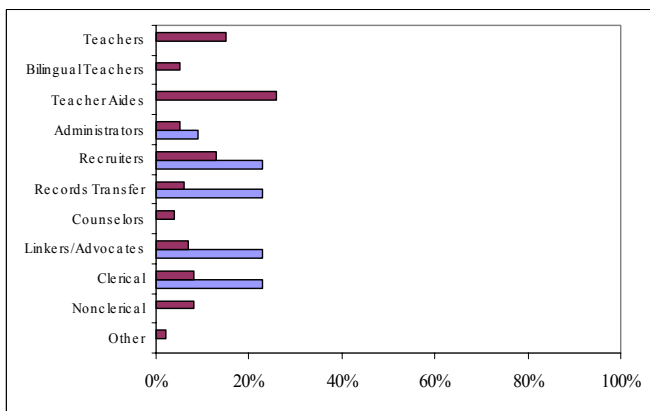
MEP-Funded Project Sites

National (11,142)

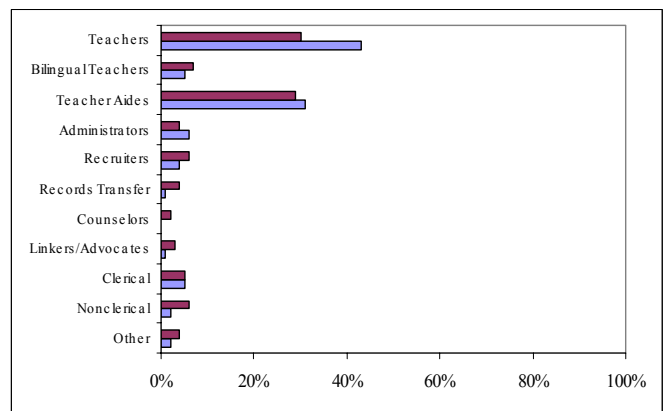


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

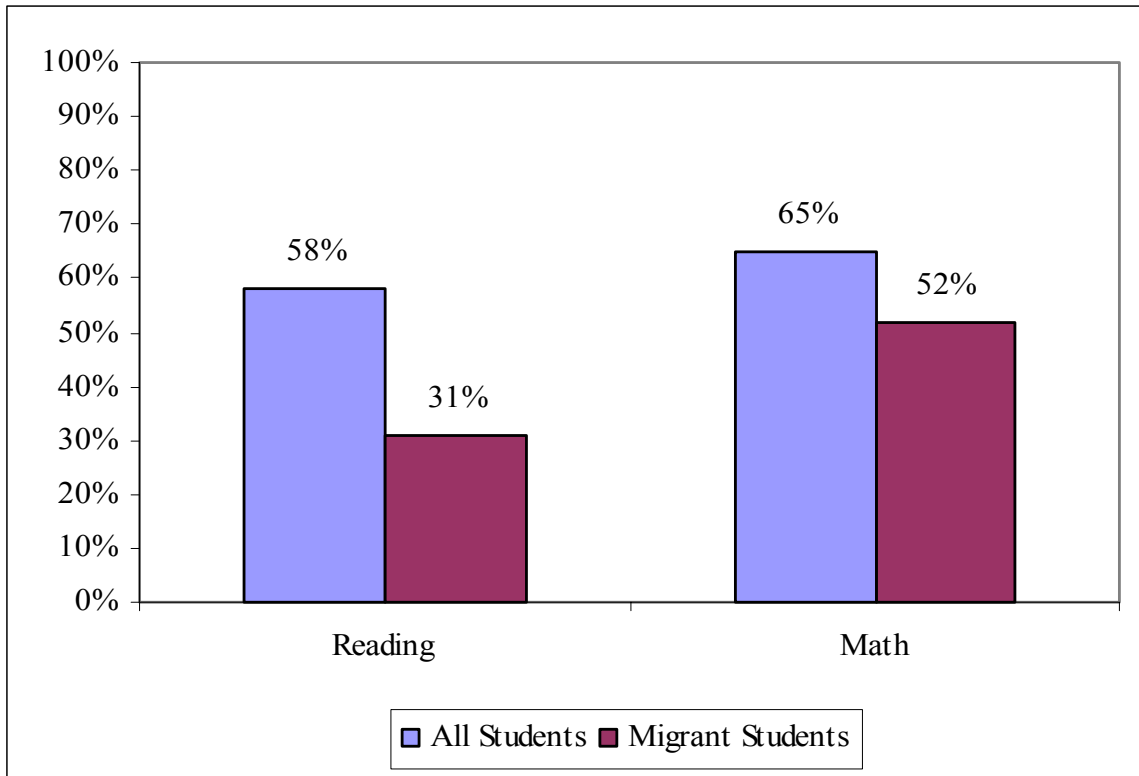
■ Maryland Staff (2)

■ National Staff (14,384)

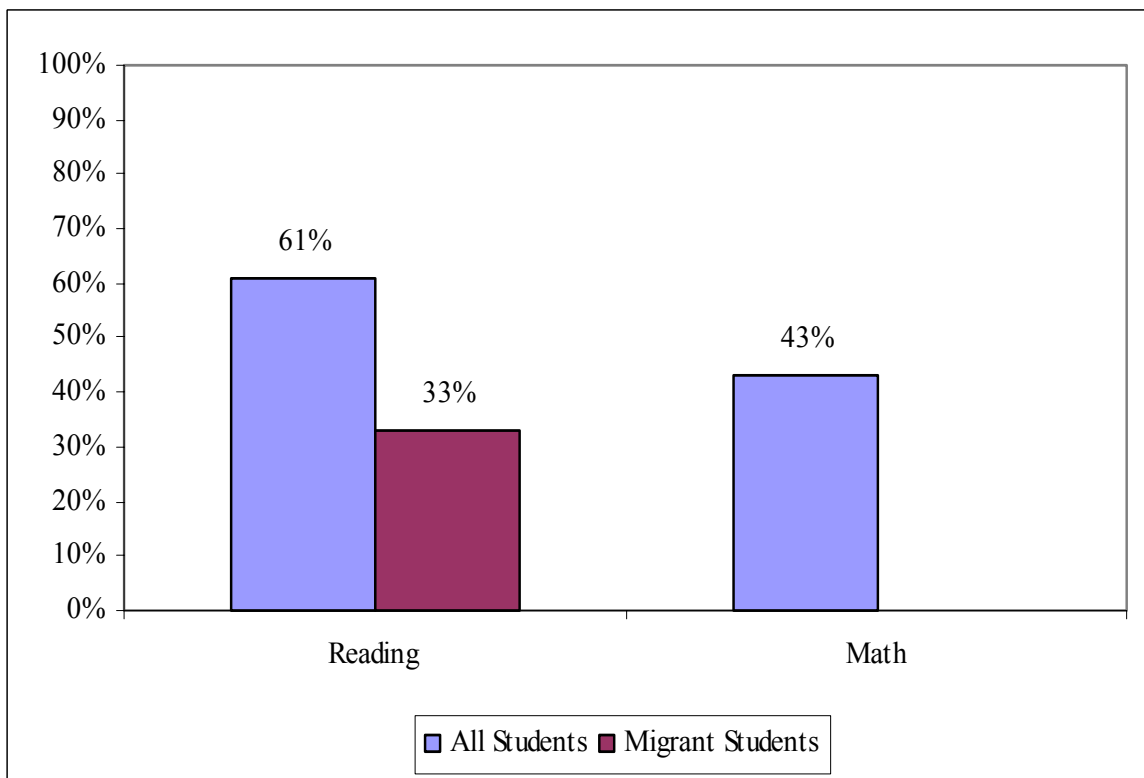
■ Maryland Staff (84)

MARYLAND 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Maryland, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Maryland, 2002-03



MASSACHUSETTS 2001-02

State Summary

Massachusetts has about 3 percent of all the eligible migrant children for at least part of the year. The ethnic groups are varied with the largest group being Hispanic at 57 percent and white (20 percent). Nationally, Hispanics make up 89 percent and white migrant students make up 6 percent of the population.

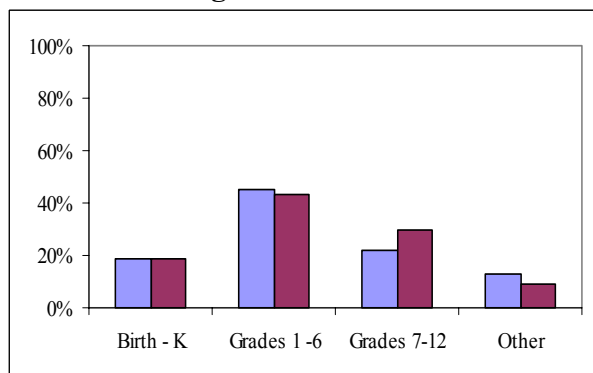
Eighty-two percent of the summer or intersession students received reading and language art services, and 43 percent of students were instructed in mathematics. By comparison, during the summer or intersession term, nationally, 60 percent of student received reading or language arts services and 47 percent received instruction in mathematics. In Massachusetts, more than half of the staffing time was used by teachers (48 percent), and 32 percent was used by teacher aides.

Eligible and Participating Migrant Children

	Trend for Massachusetts			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	3,764	3,067	2,345	872,732
Summer/Intersession	1,862	1,209	917	390,747
Participants				
Regular Term	3,599	2,849	2,143	645,952
Summer/Intersession	1,884	1,235	932	405,964

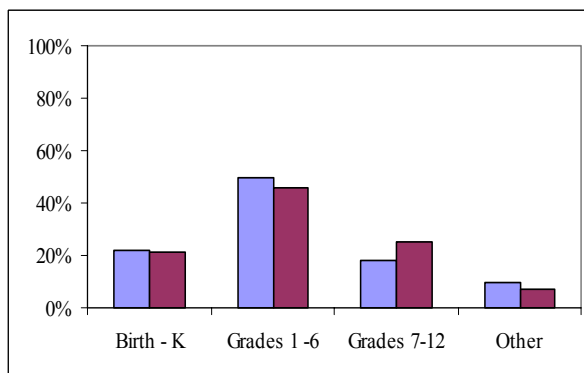
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Massachusetts (2,143) ■ National (645,952)

Summer/Intersession



■ Massachusetts (932) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Massachusetts (2,3451)	National (767,472)
Males	57%	53%
Females	43%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	12%	2%
Black (not of Hispanic origin)	11%	2%
Hispanic	57%	89%
White (not of Hispanic origin)	20%	6%
Other	0%	0%

MASSACHUSETTS 2001-02

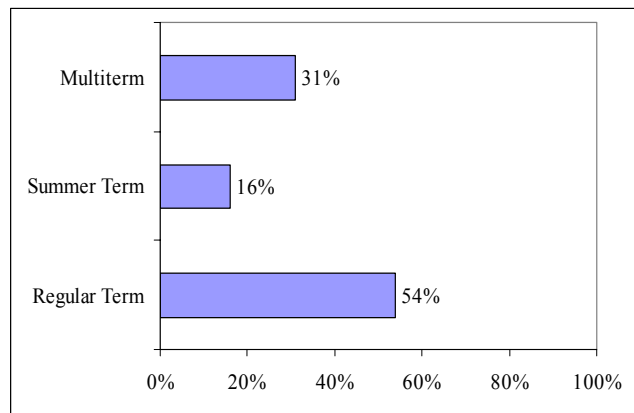
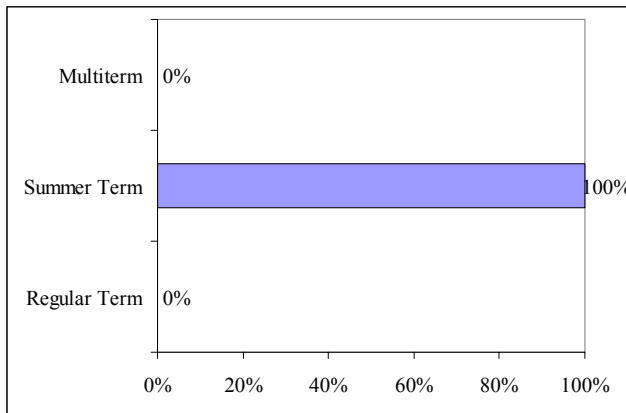
Migrant Students Participating in MEP Services by School Term Type

	Massachusetts		National	
	Regular Term (2,143)	Summer/Intersession (932)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	82%	30%	60%
English for LEP Children (ESL)	3%	5%	14%	17%
Mathematics	0%	43%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	0%	1%	4%	6%
Other	13%	65%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	106%	100%	55%	49%
Health, Dental, and Eye Care	2%	21%	14%	22%
Transportation	2%	100%	7%	21%
Other	106%	100%	23%	24%

Massachusetts (5)

MEP-Funded Project Sites

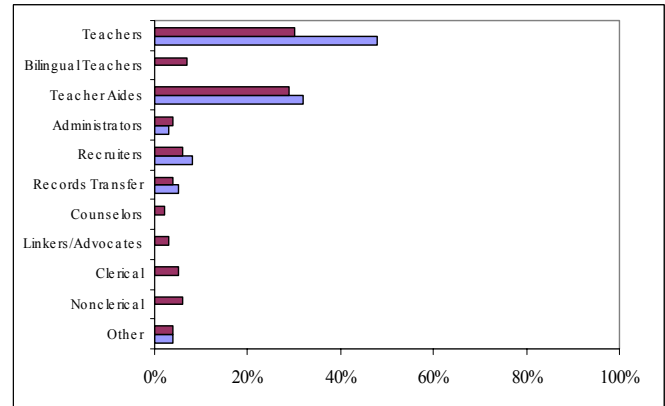
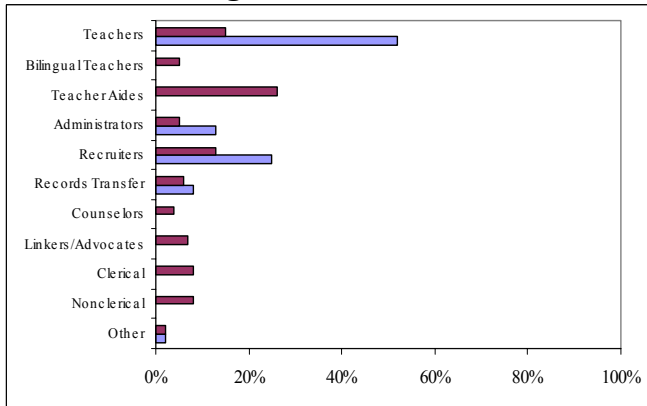
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

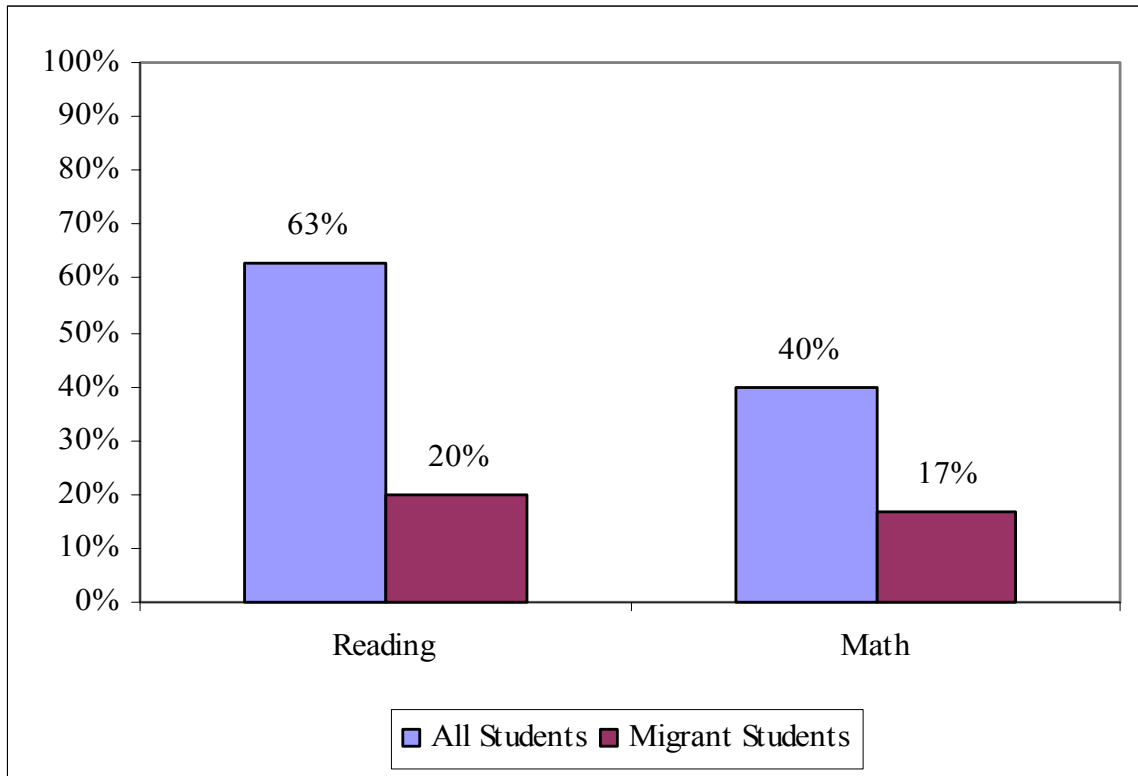
■ Massachusetts Staff (49)

■ National Staff (14,384)

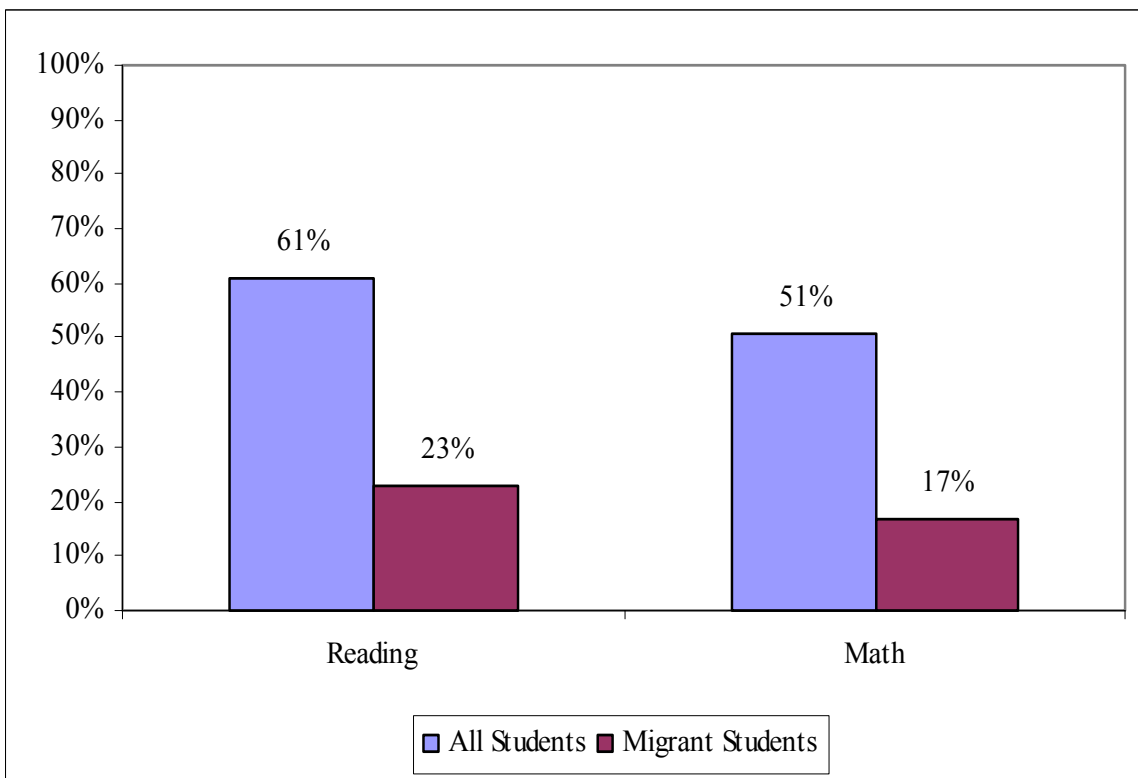
■ Massachusetts Staff (195)

MASSACHUSETTS 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Massachusetts, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Massachusetts, 2002-03



MICHIGAN 2001-02

State Summary

Michigan has about 2 percent of all eligible migrant children for at least part of the year. Proportionally, Michigan had more elementary school age migrant students than the national total (57 percent versus 43 percent).

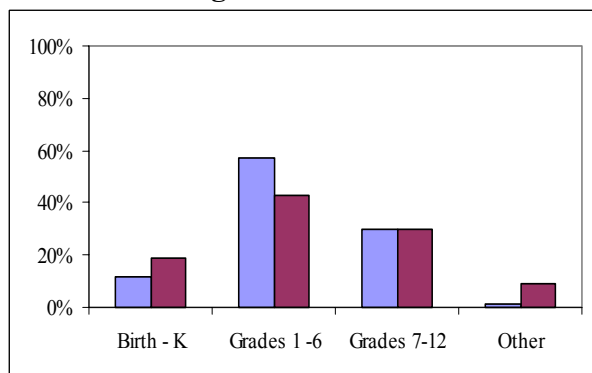
Two percent of regular term and 1 percent of summer or intersession term migrant students in Michigan received reading and language arts services, which is much lower than the national average of 30 percent in regular term and 60 percent in the summer or intersession term. Most staffing time during the regular term and summer or intersession term were used to fund teachers (57 and 83 percent, respectively).

Eligible and Participating Migrant Children

	Trend for Michigan			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	15,339	14,332	14,332	872,732
Summer/Intersession	8,776	8,614	8,614	390,747
Participants				
Regular Term	7,320	8,676	8,498	645,952
Summer/Intersession	8,386	8,698	8,796	405,964

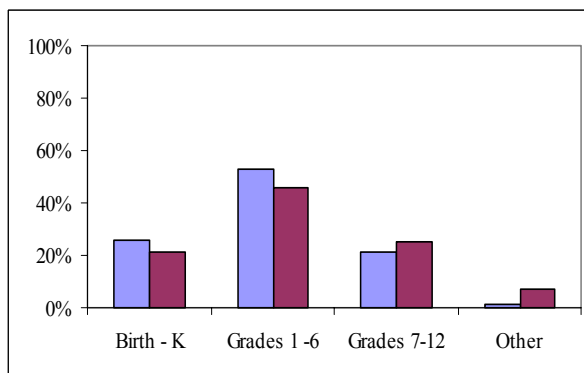
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Michigan (8,498) National (645,952)

Summer/Intersession



Michigan (8,796) National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Michigan (5,536)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	6%	2%
Hispanic	83%	89%
White (not of Hispanic origin)	11%	6%
Other	0%	0%

MICHIGAN 2001-02

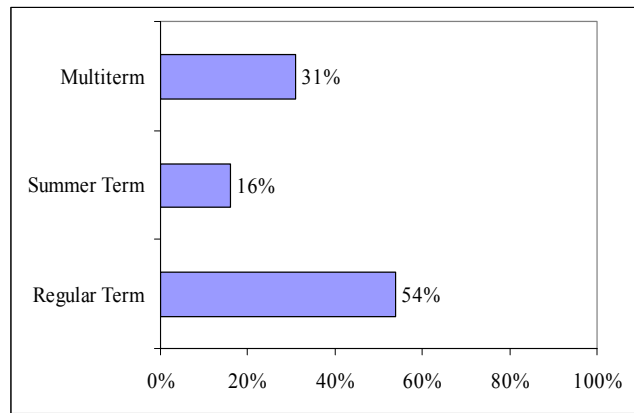
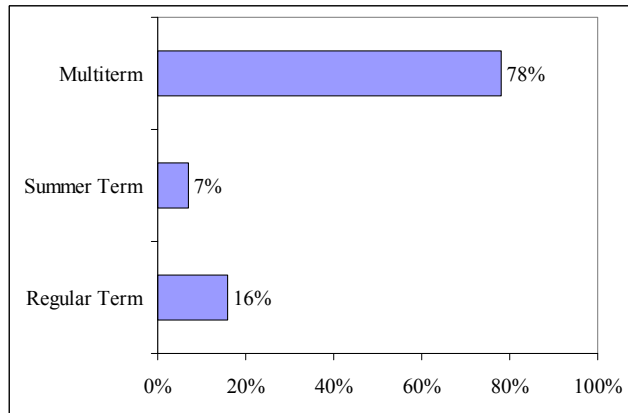
Migrant Students Participating in MEP Services by School Term Type

	Michigan		National	
	Regular Term (8,498)	Summer/Intersession (8,796)	Regular Term (645,952)	Summer/Intersession (405,964)
Instructional Services				
Reading/Language Arts	2%	1%	30%	60%
English for LEP Children (ESL)	1%	0%	14%	17%
Mathematics	2%	1%	19%	47%
Science	1%	0%	7%	13%
Social Studies	1%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	0%	18%	32%
Support Services				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	0%	0%	55%	49%
Health, Dental, and Eye Care	0%	0%	14%	22%
Transportation	0%	0%	7%	21%
Other	0%	0%	23%	24%

Michigan (45)

MEP-Funded Project Sites

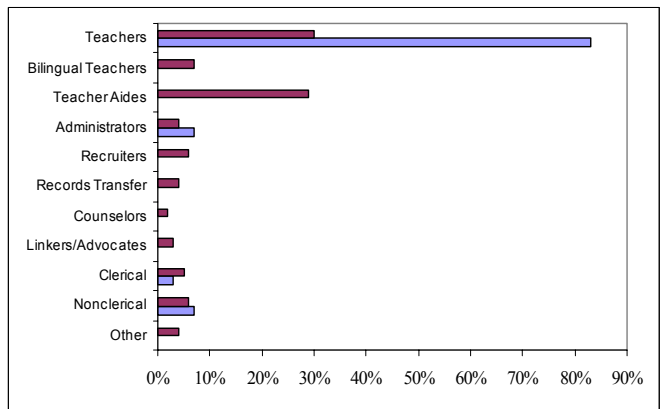
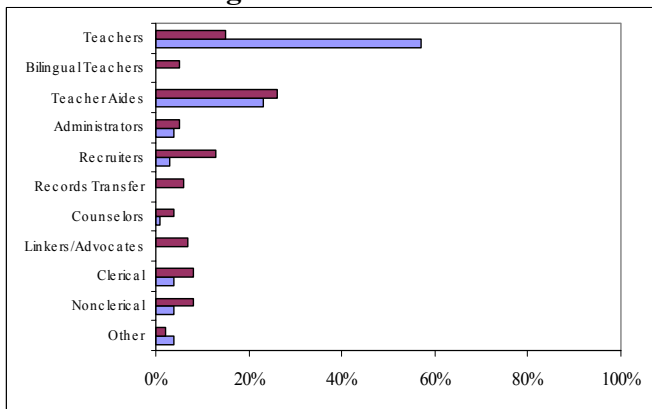
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

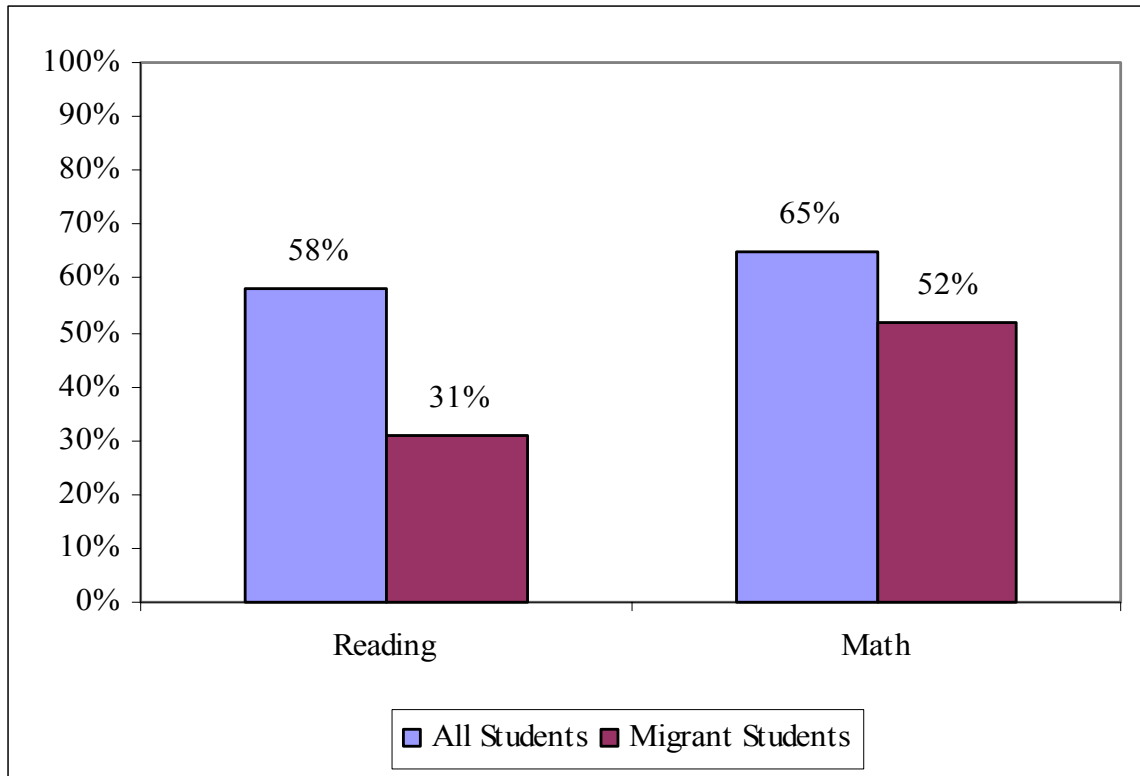
■ Michigan Staff (178)

■ National Staff (14,384)

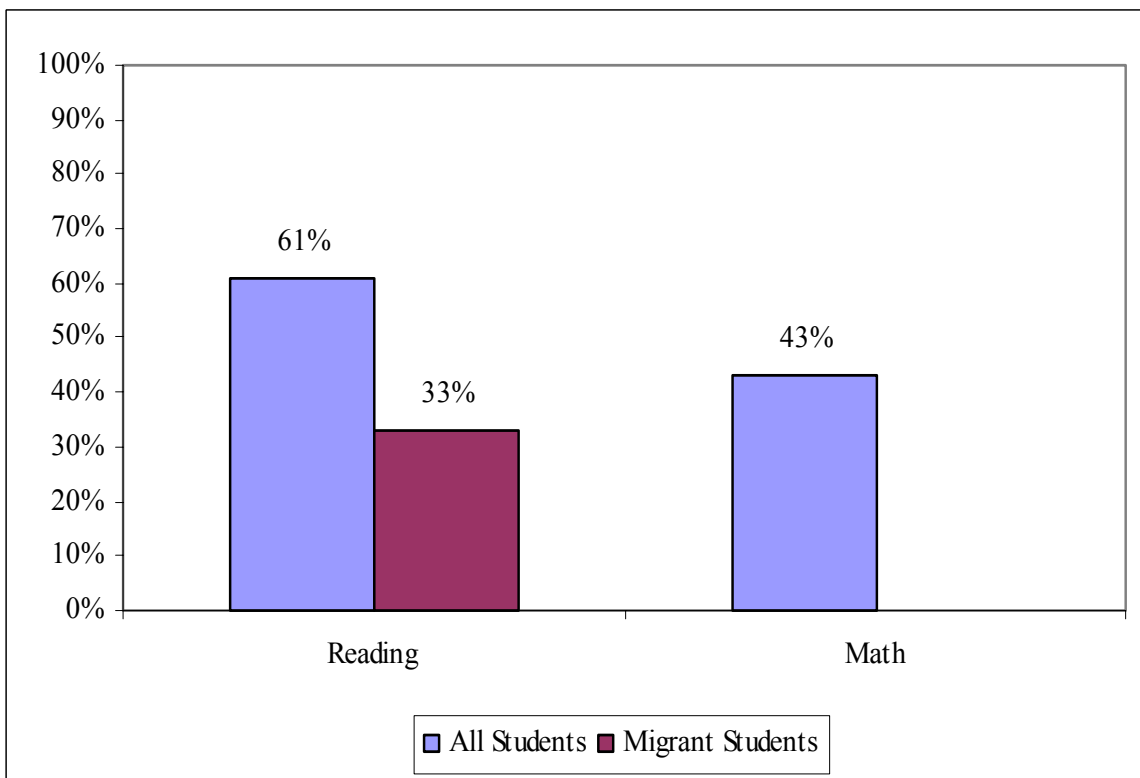
■ Michigan Staff (35)

MICHIGAN 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Michigan, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Michigan, 2002-03



MINNESOTA 2001-02

State Summary

Minnesota has about 1 percent of eligible migrant children for at least part of the year. During the 2001-02 regular school term, 57 percent of migrant children were in grades 1-6, compared with 43 percent nationally. Practically all of migrant students (99 percent) in Minnesota are of Hispanic descent, which is higher than the national average of 89 percent.

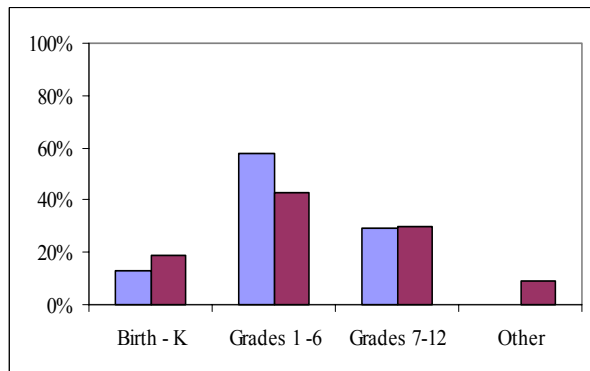
Sixty-two percent of the migrant students attend LEP services while 50 percent of students received services in mathematics and language arts during the regular-term. Health-type services were the most widely offered services to the students (77 percent) during the regular term. Fourteen percent of migrant students nationally received health services.

Eligible and Participating Migrant Children

	Trend for Minnesota			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	6,480	6,029	5,102	872,732
Summer/Intersession	2,609	3,324	3,293	390,747
Participants				
Regular Term	3,920	3,308	994	645,952
Summer/Intersession	2,744	3,757	3,947	405,964

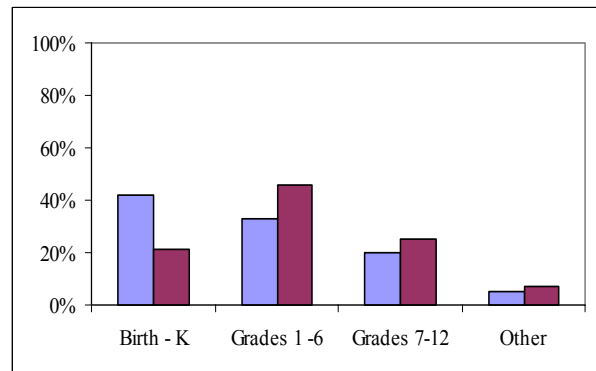
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Minnesota (994) ■ National (645,952)

Summer/Intersession



■ Minnesota (3,947) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Minnesota (2,822)	National (767,472)
Males	53%	53%
Females	47%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

MINNESOTA 2001-02

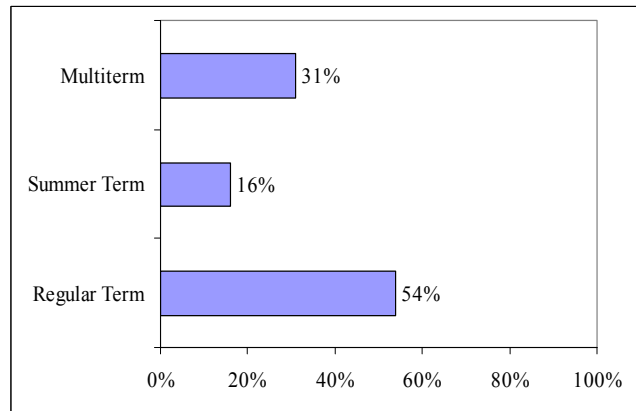
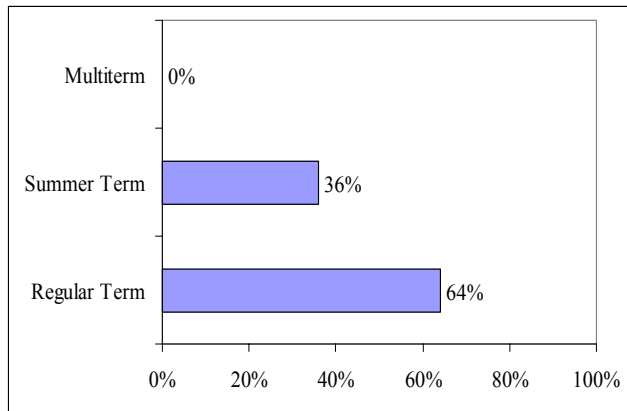
Migrant Students Participating in MEP Services by School Term Type

	Minnesota		National	
	Regular Term (994)	Summer/Intersession (3,947)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	55%	56%	30%	60%
English for LEP Children (ESL)	62%	8%	14%	17%
Mathematics	53%	26%	19%	47%
Science	41%	16%	7%	13%
Social Studies	42%	17%	7%	13%
Vocational/Career	12%	8%	4%	6%
Other	46%	19%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	16%	8%	21%	22%
Social Work, Outreach, or Advocacy	60%	100%	55%	49%
Health, Dental, and Eye Care	77%	44%	14%	22%
Transportation	39%	27%	7%	21%
Other	5%	12%	23%	24%

Minnesota (44)

MEP-Funded Project Sites

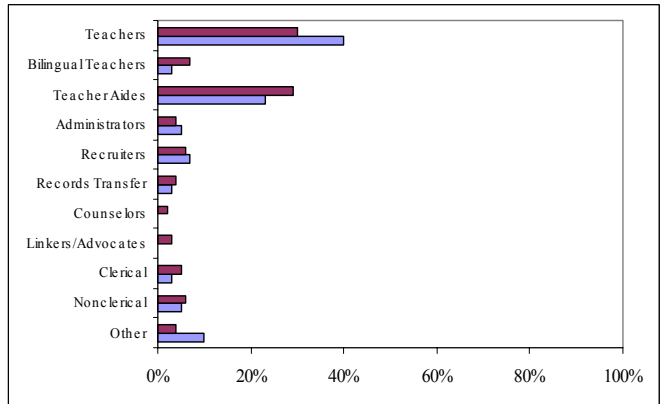
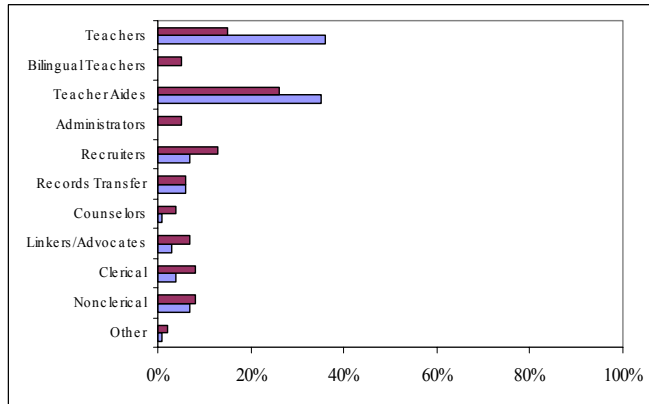
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

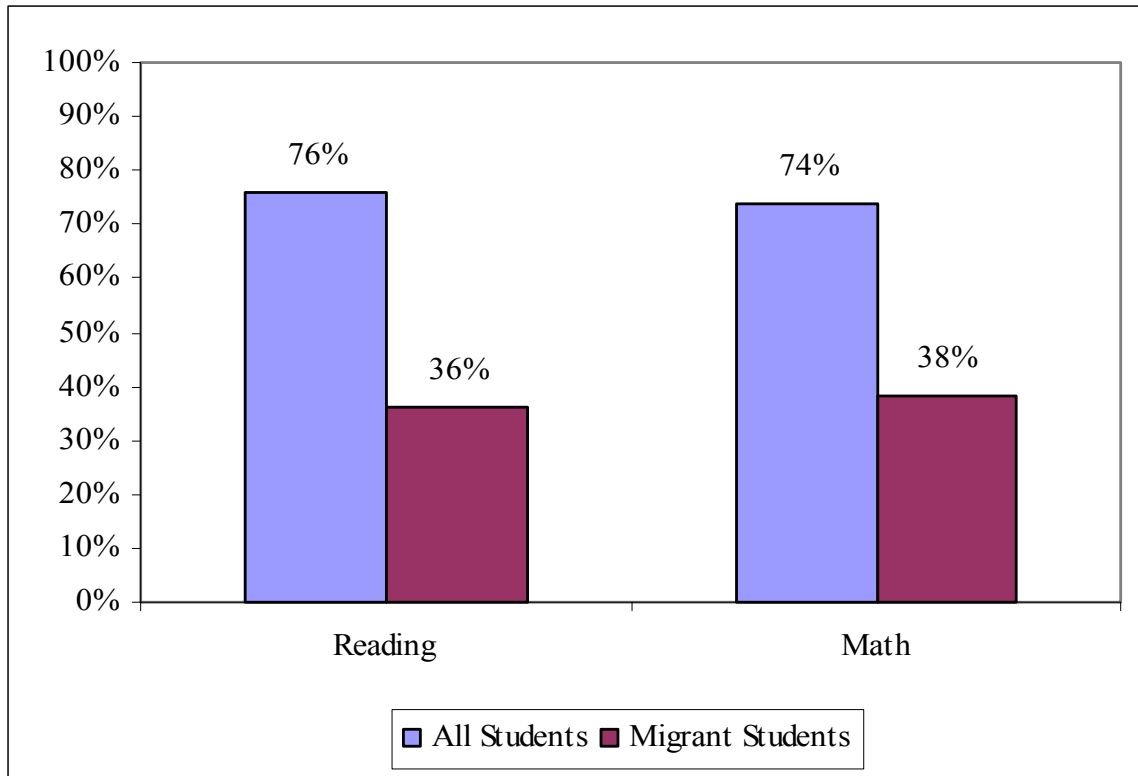
■ Minnesota Staff (76)

■ National Staff (14,384)

■ Minnesota Staff (267)

MINNESOTA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Minnesota, 2002-03



**Minnesota did not provide reading or math data for migrant students for secondary school.*

MISSISSIPPI 2001-02

State Summary

Mississippi has less than 1 percent of all eligible and participating migrant children for at least part of the year. Asian or Pacific Islanders made up 30 percent of the migrant student population while Hispanics accounted for 32 percent. Whites made up 22 percent and blacks 16 percent of the migrant student population. Nationally, migrant students of Hispanic origin make up the greatest percentage at 89 percent.

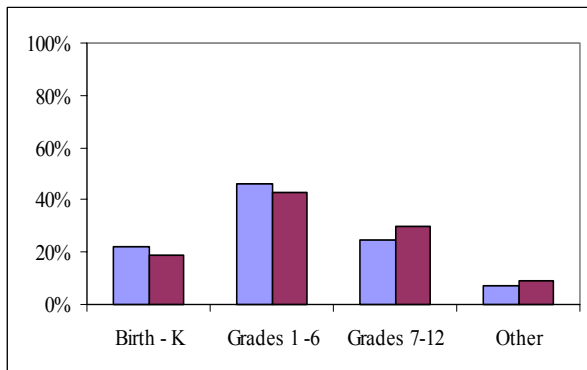
A third of the migrant students (36 percent) received health related MEP services the regular-term. Social work type programs served 62 percent of the migrant child population in Mississippi. Nationally, 14 percent of migrant students received health-related services and 55 percent received social work services during the regular term.

Eligible and Participating Migrant Children

	Trend for Mississippi			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	3,499	3,639	3,608	872,732
Summer/Intersession	171	997	904	390,747
Participants				
Regular Term	3,036	3,798	3,330	645,952
Summer/Intersession	171	1,067	981	405,964

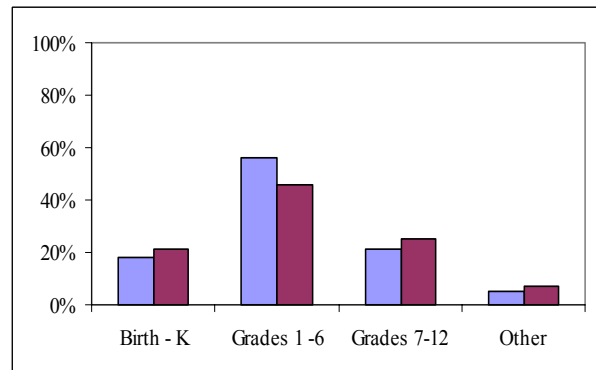
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Mississippi (3,330) ■ National (645,952)

Summer/Intersession



■ Mississippi (981) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Mississippi (3,798)	National (767,472)
Males	54%	53%
Females	46%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	30%	2%
Black (not of Hispanic origin)	16%	2%
Hispanic	32%	89%
White (not of Hispanic origin)	22%	6%
Other	0%	0%

MISSISSIPPI 2001-02

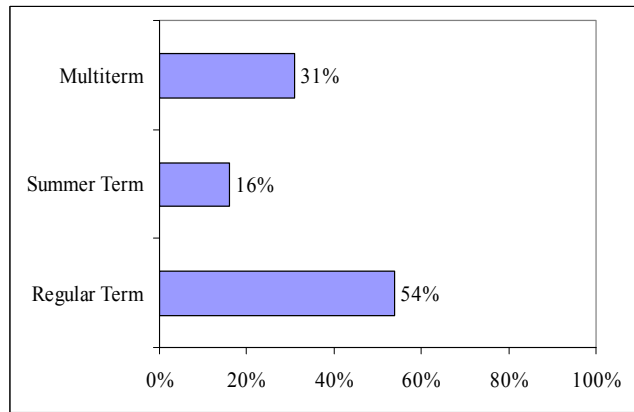
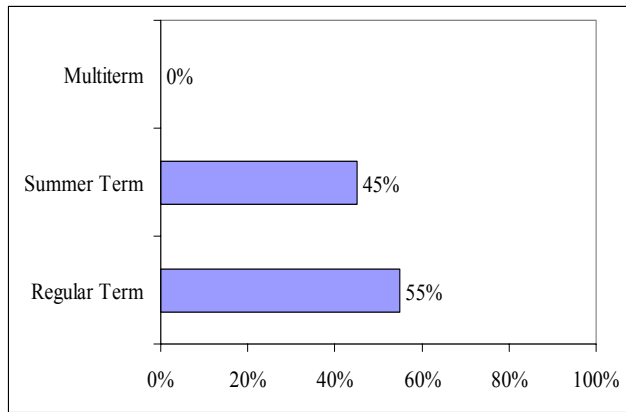
Migrant Students Participating in MEP Services by School Term Type

	Mississippi		National	
	Regular Term (3,330)	Summer/Intersession (981)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	8%	100%	30%	60%
English for LEP Children (ESL)	2%	0%	14%	17%
Mathematics	1%	0%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	62%	0%	55%	49%
Health, Dental, and Eye Care	36%	0%	14%	22%
Transportation	2%	0%	7%	21%
Other	0%	0%	23%	24%

Mississippi (22)

MEP-Funded Project Sites

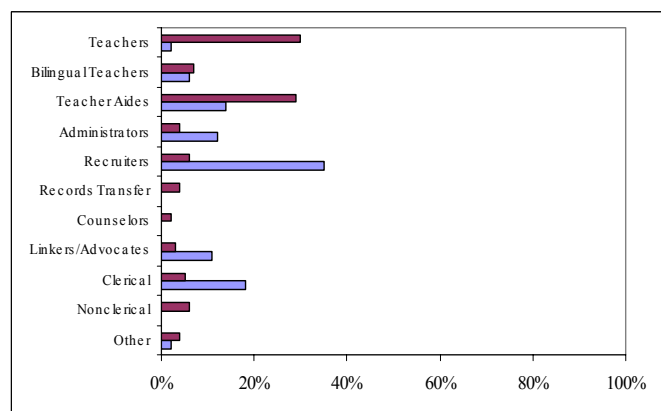
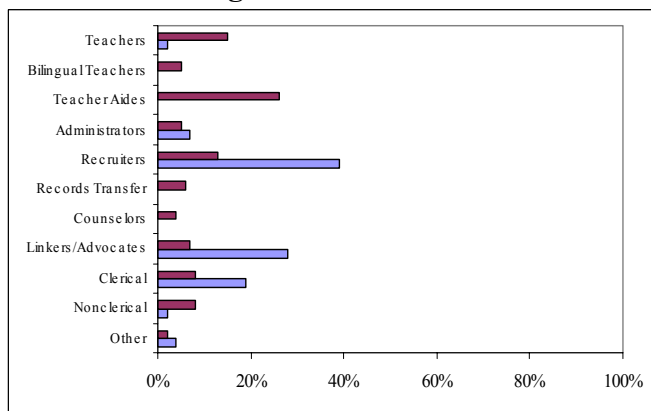
National (11,142)



Percent of MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

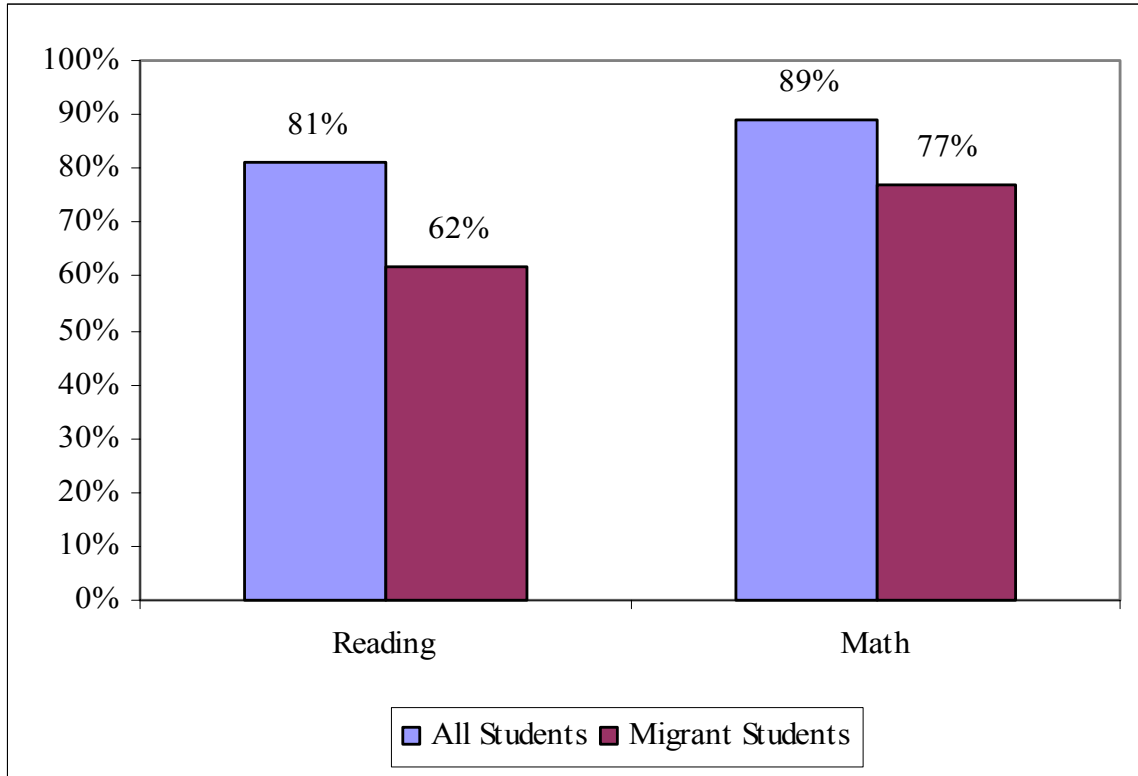
■ Mississippi Staff (24)

■ National Staff (14,384)

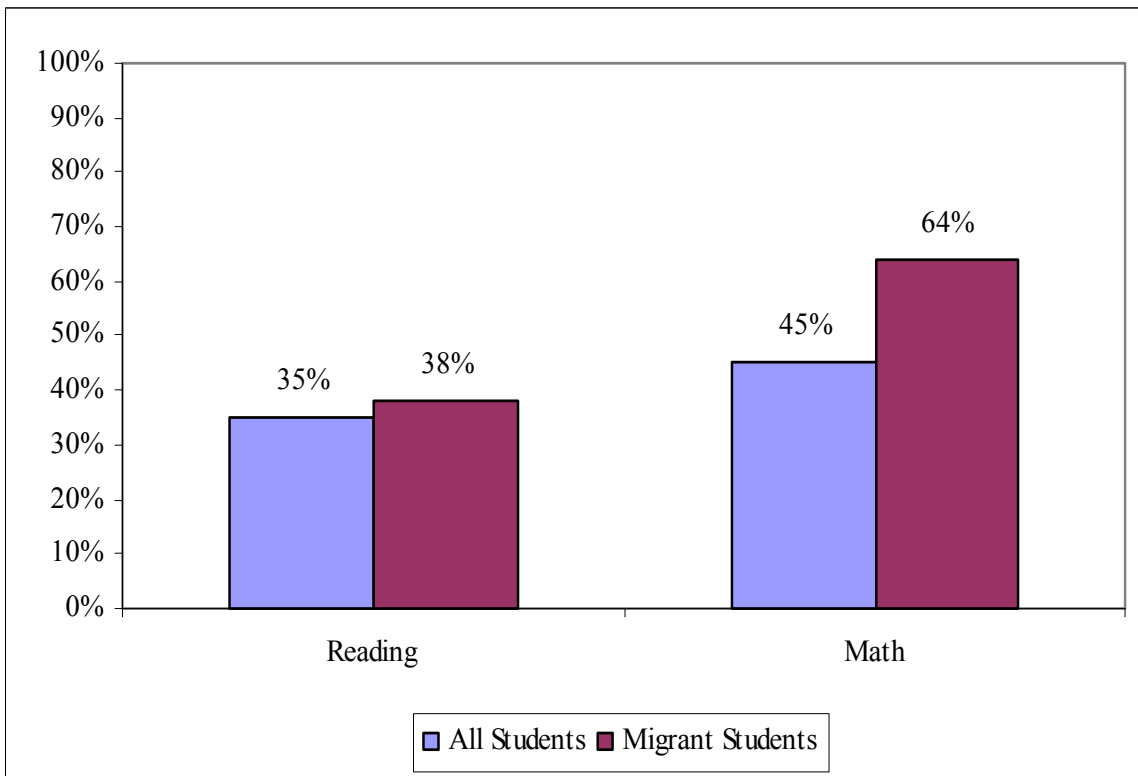
■ Mississippi Staff (22)

MISSISSIPPI 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Mississippi, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Mississippi, 2002-03



MISSOURI 2001-02

State Summary

Missouri has less than 1 percent of the migrant student population for at least part of the year. Missouri's migrant student population is generally younger than the national average. During the summer or intersession term, 87 percent of migrant students are younger than middle-school age (25 percent are birth-K and 62 percent are in grades 1-6), compared with 67 percent (21 percent are birth-K and 46 percent are in grades 1-6) nationally.

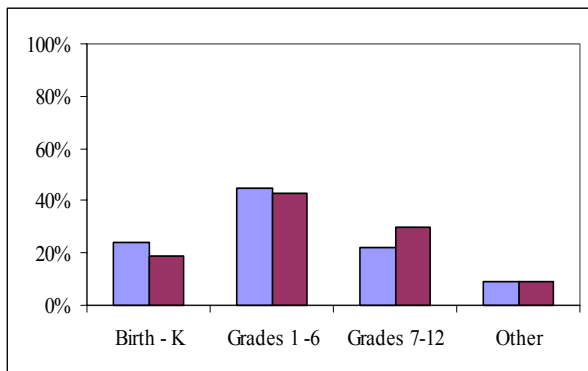
Eighty-nine percent of migrant students in the summer or intersession term received reading or language arts services in Missouri. Nationally, 60 percent of migrant students received reading or language arts services. Health services were provided to 57 percent of the migrant students during the regular-term in Missouri, compared with 14 percent nationally.

Eligible and Participating Migrant Children

	Trend for Missouri			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	4,820	4,818	4,617	872,732
Summer/Intersession	612	520	499	390,747
Participants				
Regular Term	2,621	2,052	2,454	645,952
Summer/Intersession	615	520	499	405,964

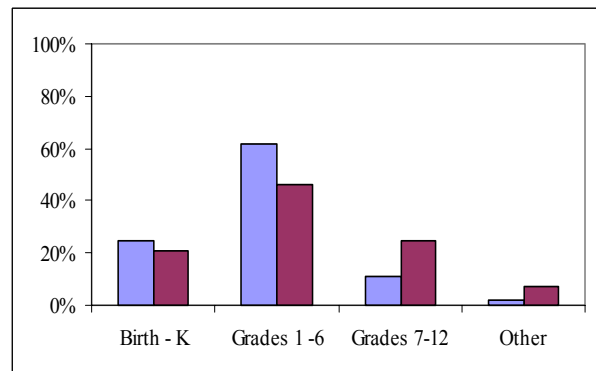
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Missouri (2,454) ■ National (645,952)

Summer/Intersession



■ Missouri (499) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

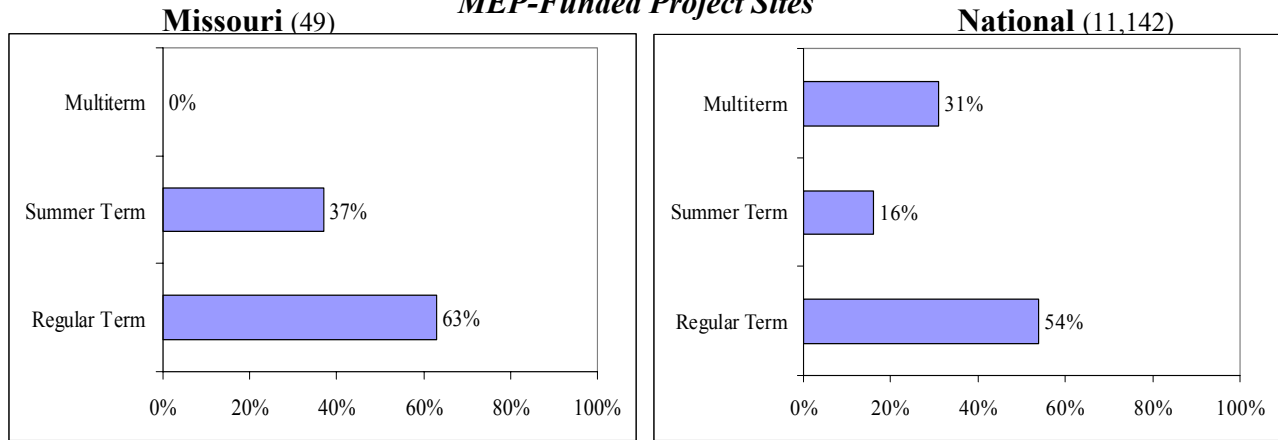
	Missouri (2,592)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	89%	89%
White (not of Hispanic origin)	9%	6%
Other	0%	0%

MISSOURI 2001-02

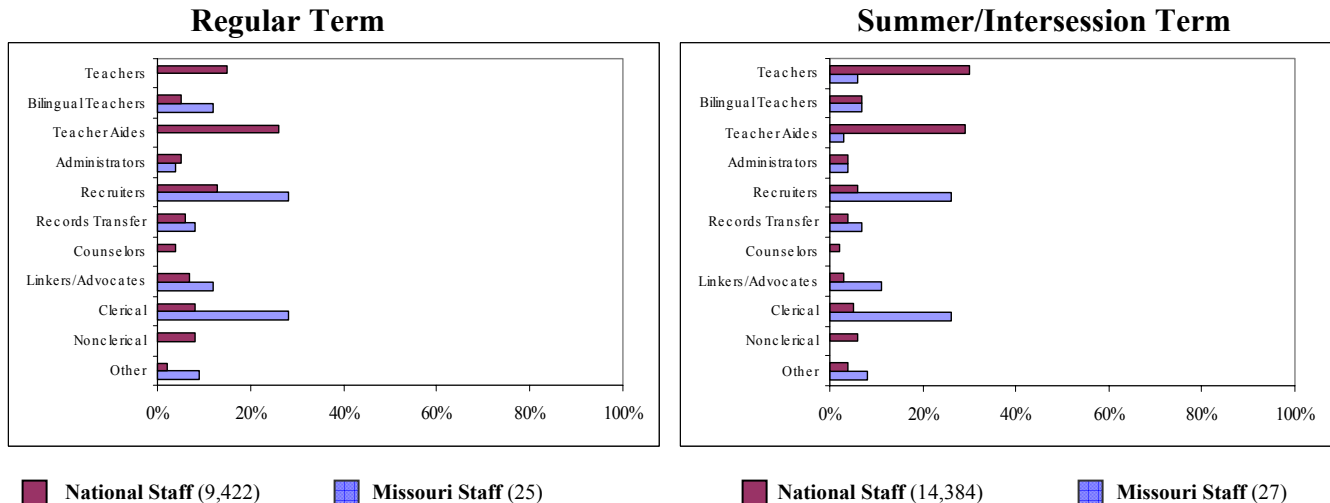
Migrant Students Participating in MEP Services by School Term Type

	Missouri		National	
	Regular Term (2,454)	Summer/Intersession (499)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	25%	89%	30%	60%
English for LEP Children (ESL)	17%	25%	14%	17%
Mathematics	12%	27%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	5%	0%	4%	6%
Other	89%	253%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	0%	0%	55%	49%
Health, Dental, and Eye Care	57%	97%	14%	22%
Transportation	4%	23%	7%	21%
Other	87%	151%	23%	24%

MEP-Funded Project Sites

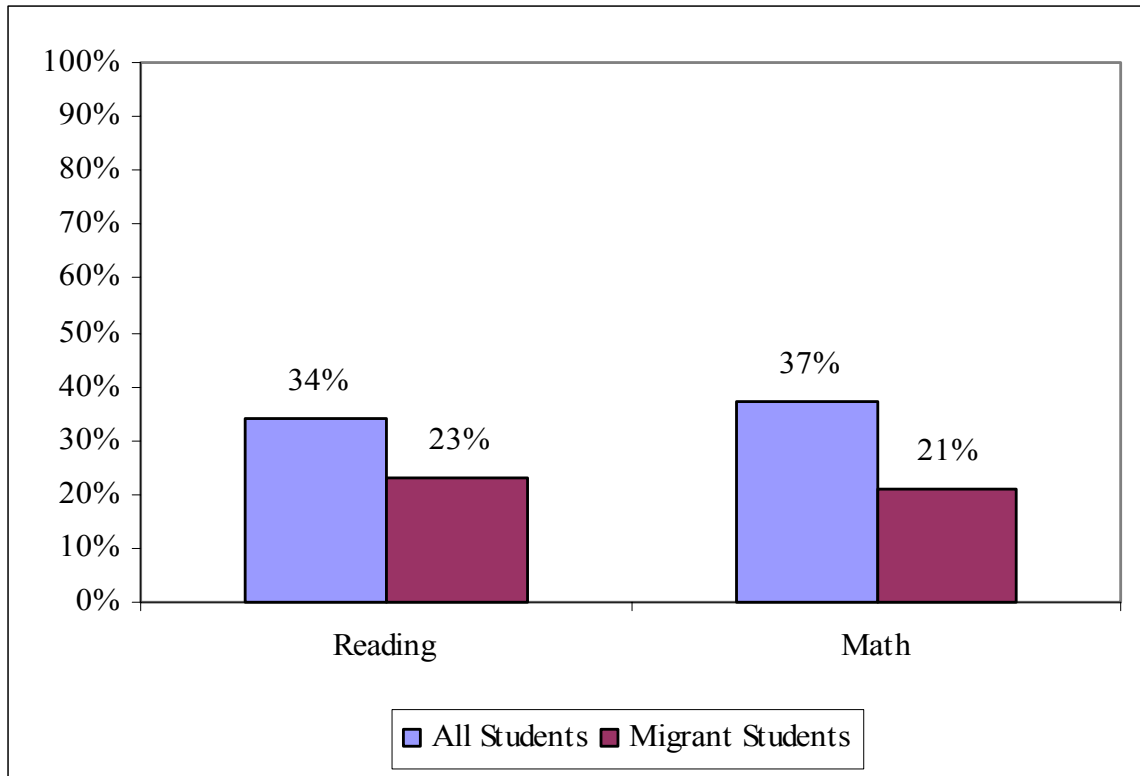


MEP-Funded FTE Staff by Term

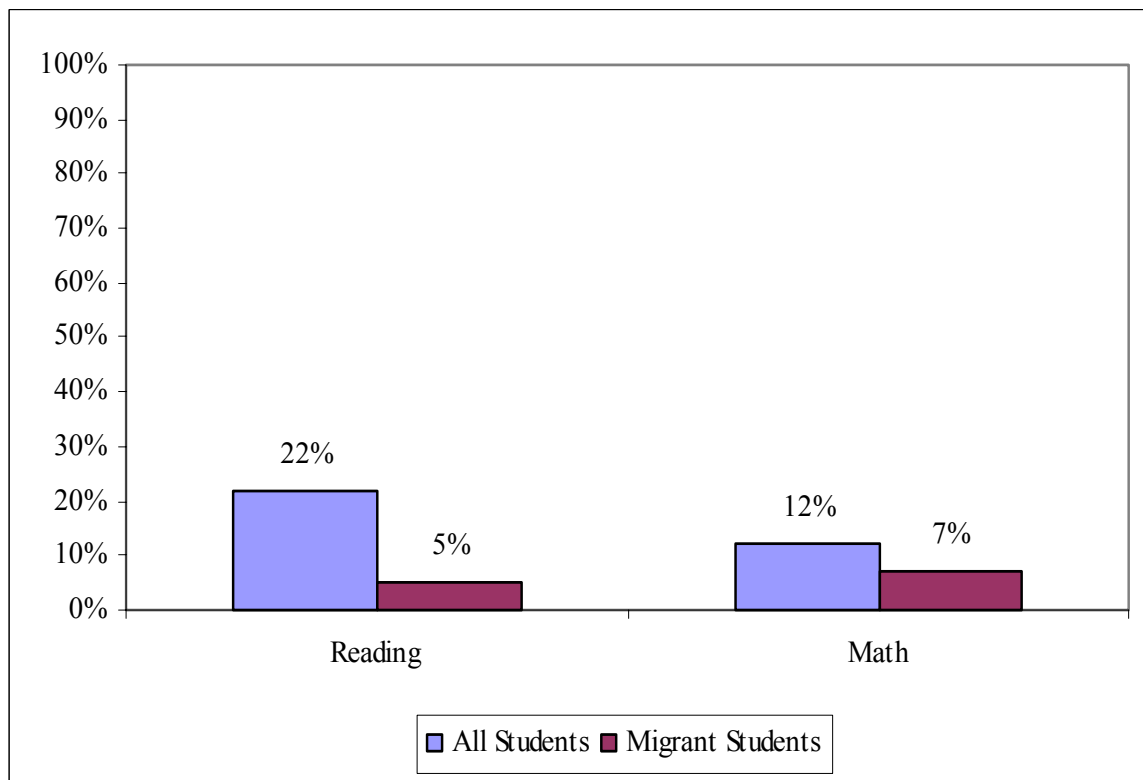


MISSOURI 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Missouri, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Mississippi, 2002-03



MONTANA 2001-02

State Summary

Montana has less than 1 percent of all migrant children for at least part of the year. The migrant students' ethnic composition is divided into two main groups: Hispanic at 51 percent and white at 41 percent. Nationally, Hispanics make up 89 percent of the population and whites make up 6 percent.

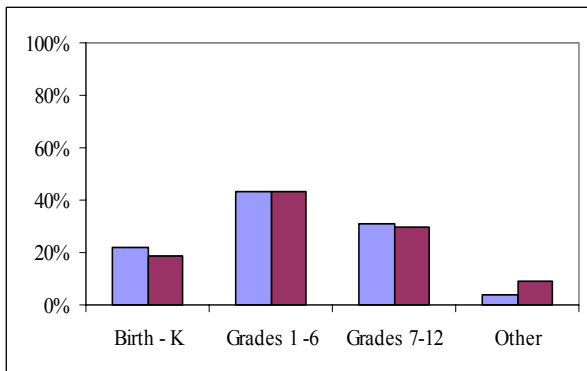
Fifty-five percent of the students received in reading or language arts services and 52 percent received mathematics during the summer or intersession term. Nationally, during the summer or intersession term, 60 percent of students received reading or language arts services and 47 percent, mathematics services. During the summer or intersession term, 52 percent of the children used transportation services.

Eligible and Participating Migrant Children

	Trend for Montana			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	1,483	1,798	1,799	872,732
Summer/Intersession	1,192	1,691	1,577	390,747
Participants				
Regular Term	266	1,915	1,927	645,952
Summer/Intersession	1,286	1,843	1,727	405,964

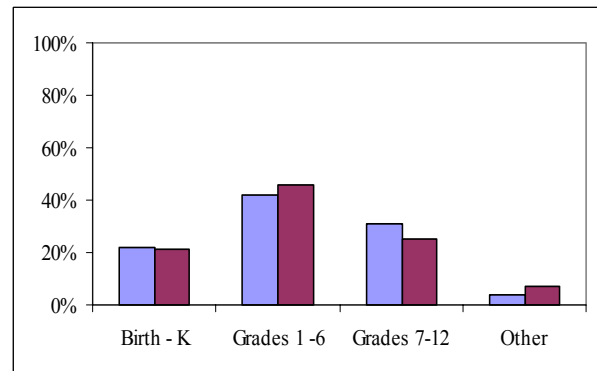
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Montana (1,927) ■ National (645,952)

Summer/Intersession



■ Montana (1,727) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Montana (1,927)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	6%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	51%	89%
White (not of Hispanic origin)	41%	6%
Other	0%	0%

MONTANA 2001-02

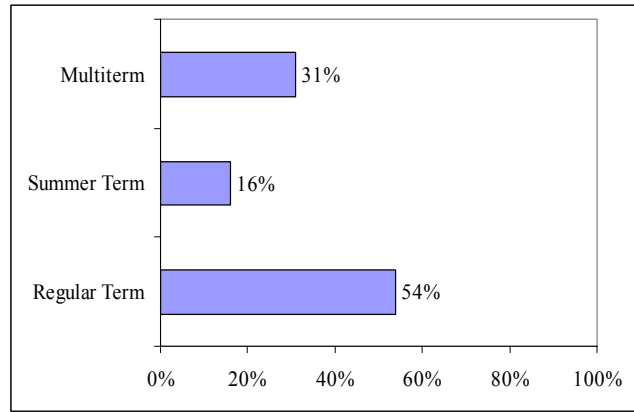
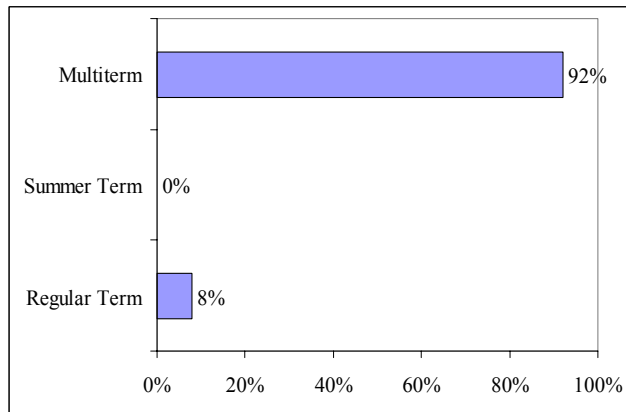
Migrant Students Participating in MEP Services by School Term Type

	Montana		National	
	Regular Term (1,927)	Summer/Intersession (1,727)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	5%	55%	30%	60%
English for LEP Children (ESL)	0%	19%	14%	17%
Mathematics	5%	52%	19%	47%
Science	0%	15%	7%	13%
Social Studies	0%	15%	7%	13%
Vocational/Career	0%	12%	4%	6%
Other	15%	76%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	12%	21%	22%
Social Work, Outreach, or Advocacy	38%	99%	55%	49%
Health, Dental, and Eye Care	0%	32%	14%	22%
Transportation	5%	52%	7%	21%
Other	39%	3%	23%	24%

Montana (13)

MEP-Funded Project Sites

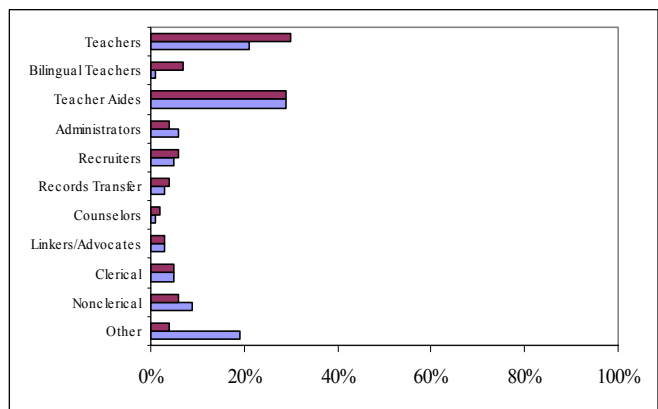
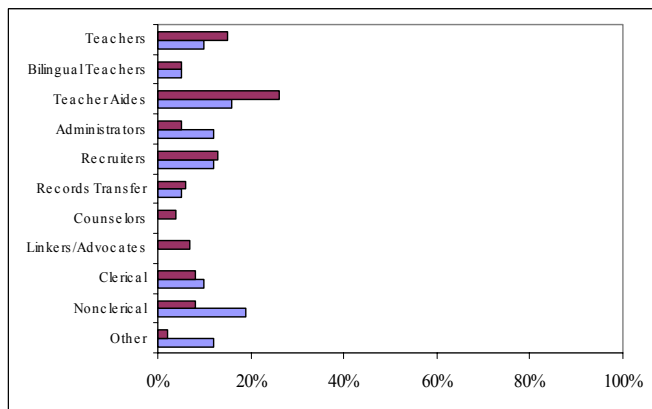
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

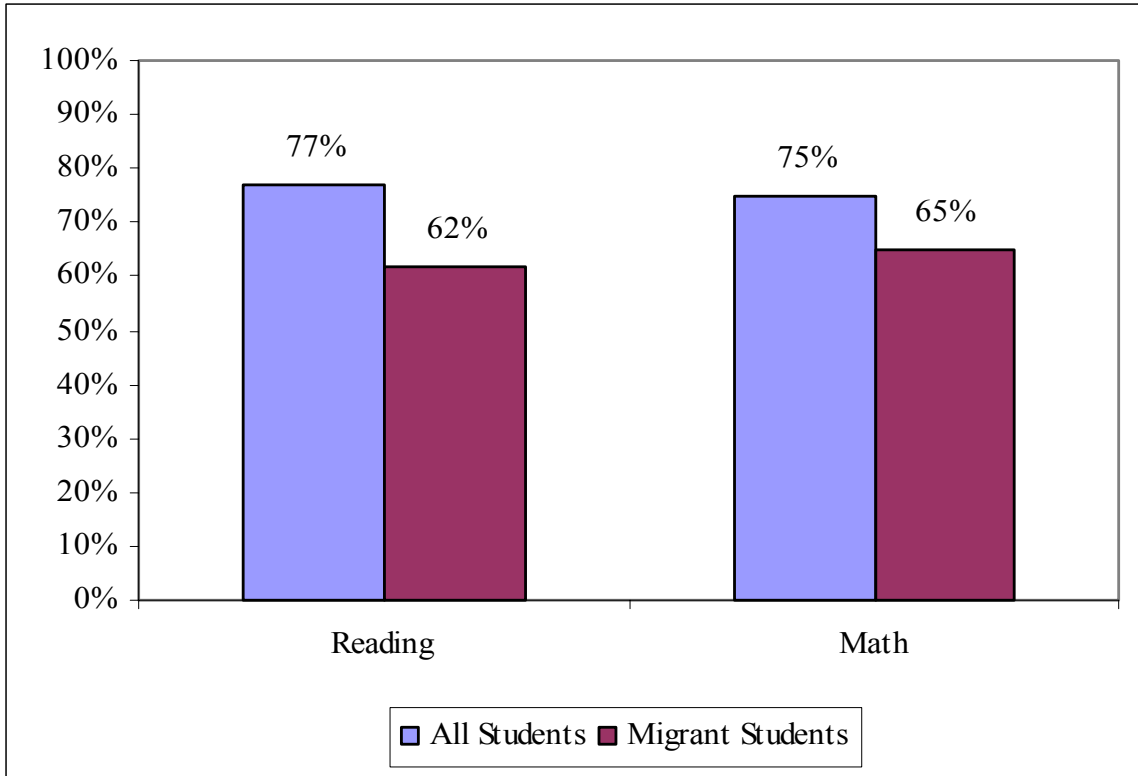
■ Montana Staff (21)

■ National Staff (14,384)

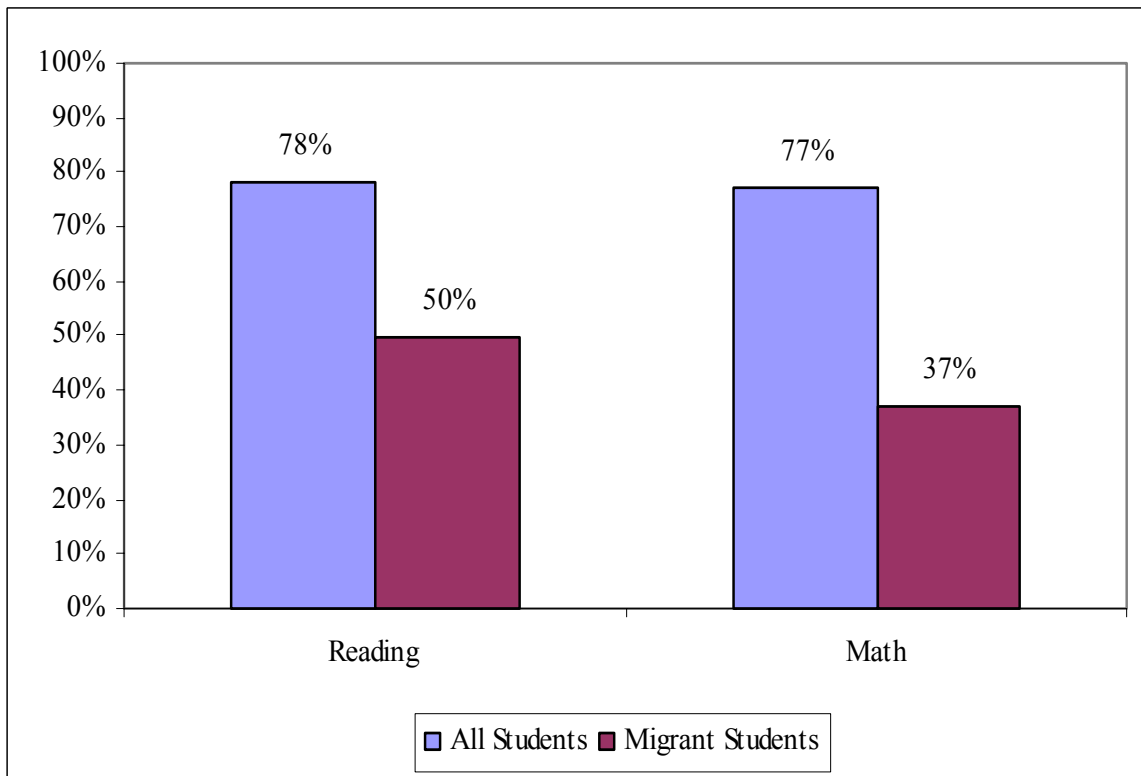
■ Montana Staff (171)

MONTANA 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Montana, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Montana, 2002-03



NEBRASKA 2001-02

State Summary

Nebraska has close to 2 percent of migrant children for at least part of the year. A little over 50 percent of the children in the MEP-Funded regular-term programs were in grades 1-6, compared with 43 percent nationally.

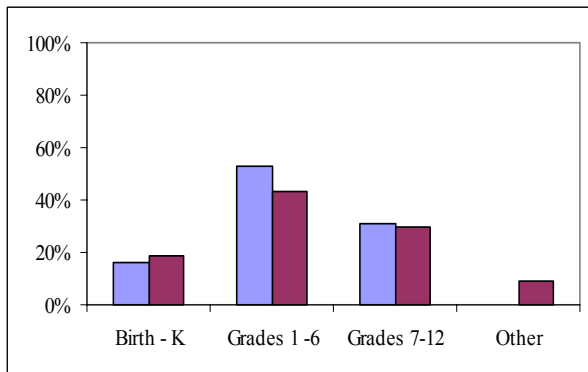
Children primarily received academic help in language-related courses, such as ESL classes (60 percent) and reading or language arts (56 percent) during the regular term. Course work in mathematics was also provided to 37 percent of the students in the regular term. Seventeen percent of the children received health-related services. Teachers and teacher aides each comprised 35 percent of the staffing time during the regular term. Nationally, teachers accounted for 15 percent of staffing hours and teacher aides accounted for 24 percent during the regular term.

Eligible and Participating Migrant Children

	Trend for Nebraska			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	11,561	12,439	13,712	872,732
Summer/Intersession	3,308	3,307	3,409	390,747
Participants				
Regular Term	7,559	8,667	5,845	645,952
Summer/Intersession	3,357	3,308	3,745	405,964

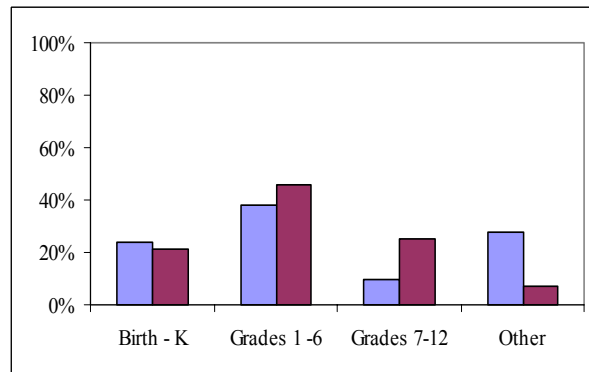
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Nebraska (5,845) ■ National (645,952)

Summer/Intersession



■ Nebraska (3,745) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Nebraska (14,328)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2%	2%
Black (not of Hispanic origin)	5%	2%
Hispanic	83%	89%
White (not of Hispanic origin)	10%	6%
Other	0%	0%

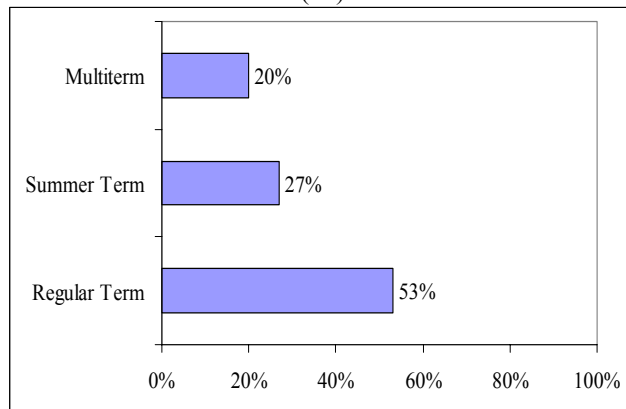
NEBRASKA 2001-02

Migrant Students Participating in MEP Services by School Term Type

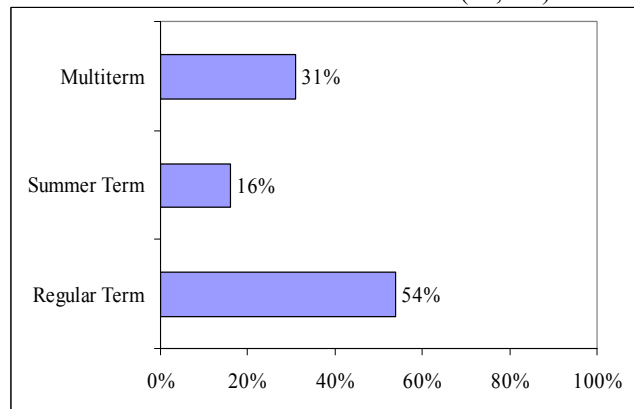
	Nebraska		National	
	Regular Term (5,845)	Summer/Intersession (3,745)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	56%	60%	30%	60%
English for LEP Children (ESL)	60%	25%	14%	17%
Mathematics	37%	47%	19%	47%
Science	13%	32%	7%	13%
Social Studies	13%	20%	7%	13%
Vocational/Career	1%	9%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	36%	52%	21%	22%
Social Work, Outreach, or Advocacy	12%	8%	55%	49%
Health, Dental, and Eye Care	17%	18%	14%	22%
Transportation	6%	35%	7%	21%
Other	7%	21%	23%	24%

MEP-Funded Project Sites

Nebraska (90)

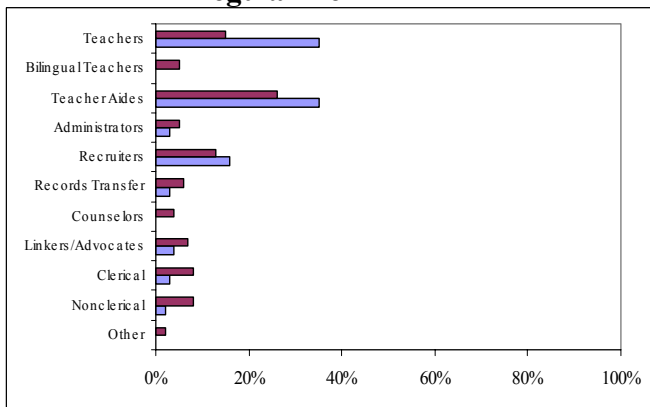


National (11,142)

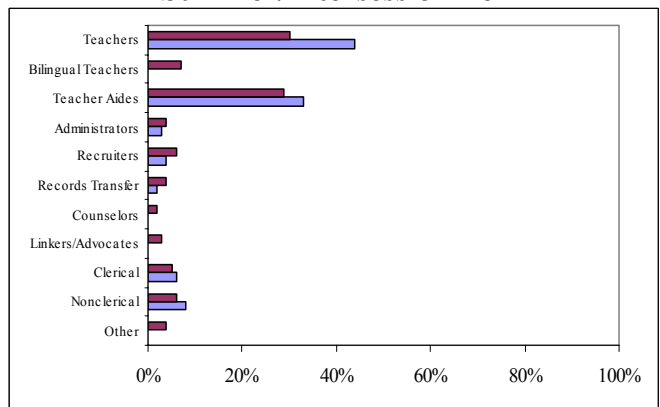


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term

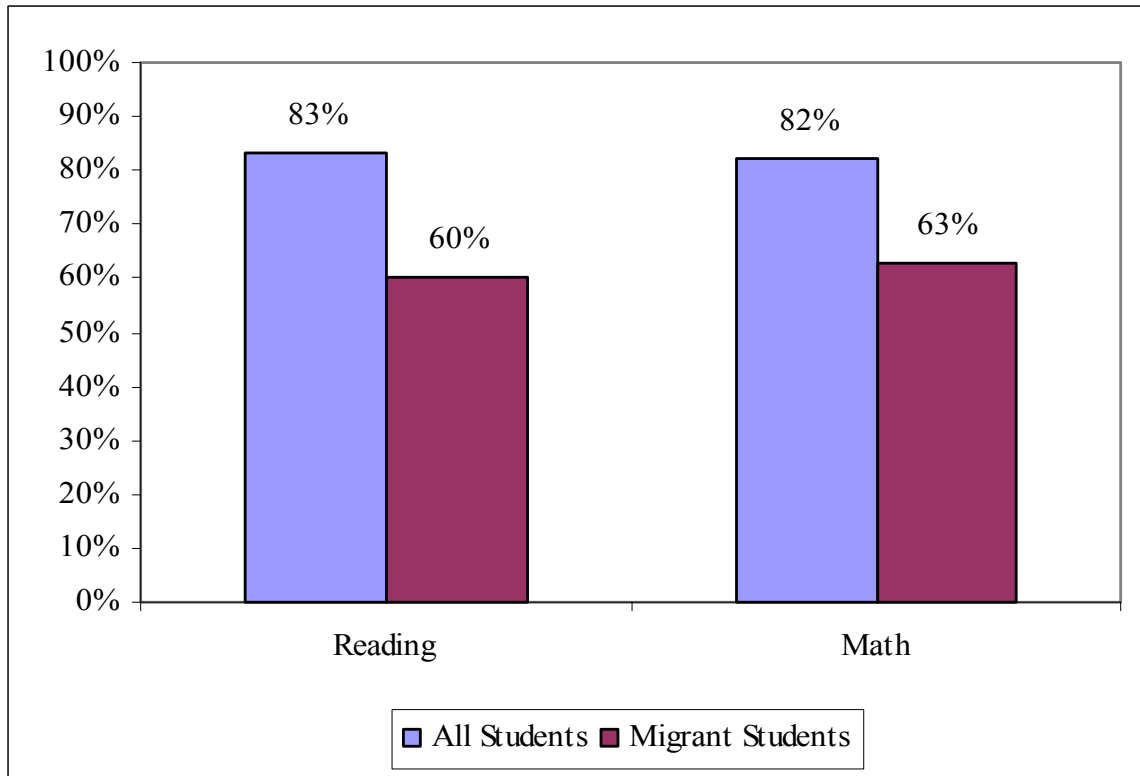


■ National Staff (9,422) ■ Nebraska Staff (106)

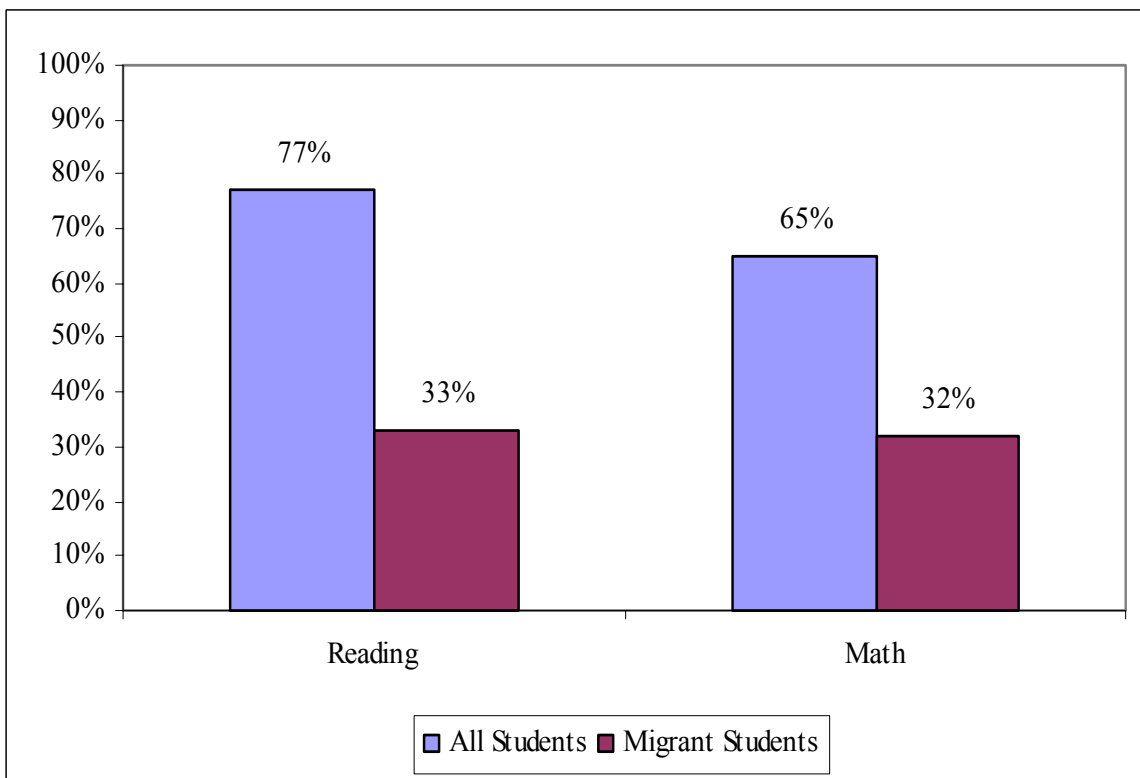
■ National Staff (14,384) ■ Nebraska Staff (236)

NEBRASKA 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Nebraska, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Nebraska, 2002-03



NEVADA 2001-02

State Summary

Nevada has less than 1 percent of eligible and participating migrant children for at least part of the year. Of those children that received MEP services, over 35 percent are in birth-K programs and grades 1-6 during the regular term. The number of students in grades 1-6 increased by 10 percent during the summer or intersession term. Nationally, 19 percent of migrant children are from birth to kindergarten.

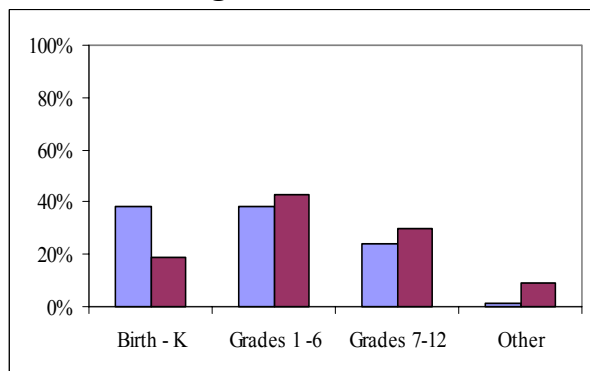
MEP provided services in reading or language arts to 24 percent of regular-term students and ESL to 21 percent. Over 60 percent of regular-term staffing hours were used by teacher aides. Nationally, 26 percent of staffing hours were accounted for by teacher aides during the regular term.

Eligible and Participating Migrant Children

	Trend for Nevada			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	724	688	664	872,732
Summer/Intersession	79	77	0	390,747
Participants				
Regular Term	308	689	672	645,952
Summer/Intersession	85	77	46	405,964

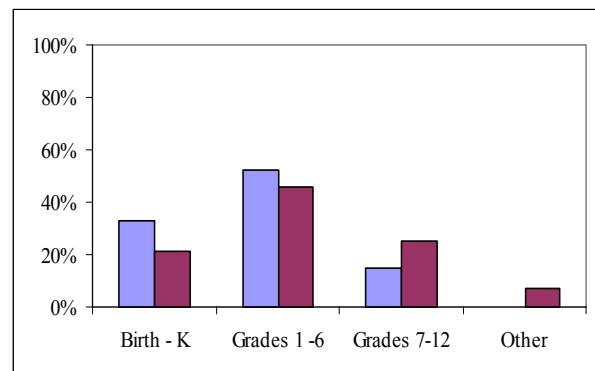
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Nevada (672) ■ National (645,952)

Summer/Intersession



■ Nevada (46) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Nevada (440)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	95%	89%
White (not of Hispanic origin)	4%	6%
Other	1%	0%

NEVADA 2001-02

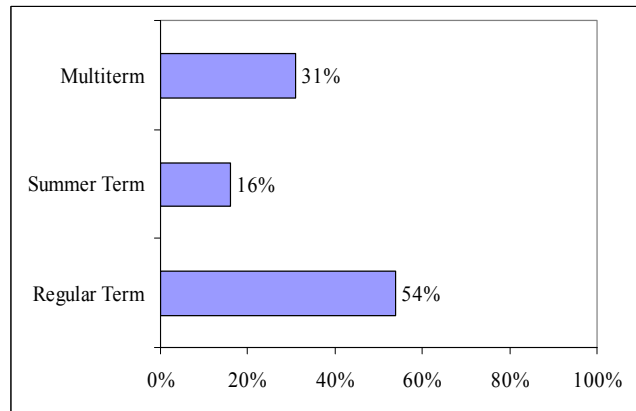
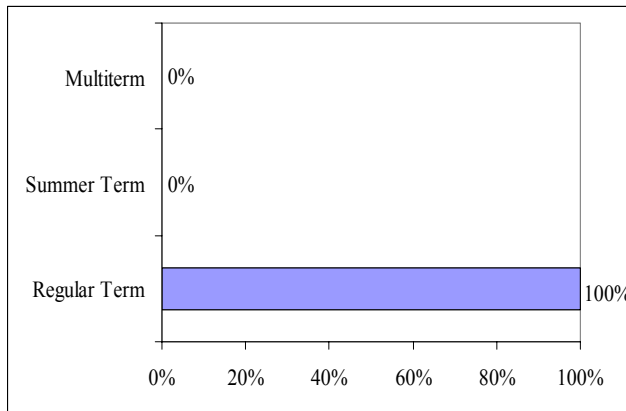
Migrant Students Participating in MEP Services by School Term Type

	Nevada		National	
	Regular Term (672)	Summer/Intersession (46)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	24%	0%	30%	60%
English for LEP Children (ESL)	21%	0%	14%	17%
Mathematics	10%	0%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	35%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	4%	0%	55%	49%
Health, Dental, and Eye Care	4%	0%	14%	22%
Transportation	1%	0%	7%	21%
Other	0%	100%	23%	24%

Nevada (13)

MEP-Funded Project Sites

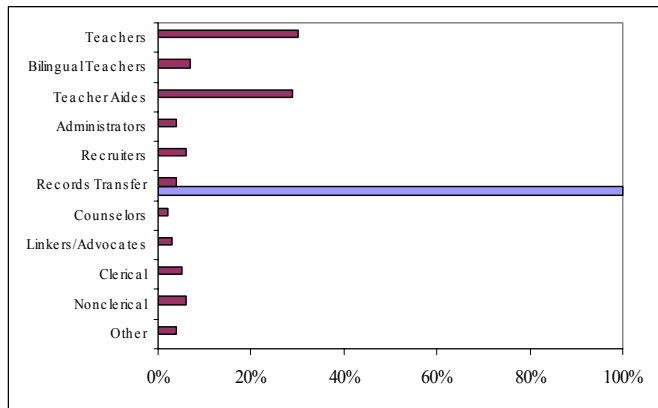
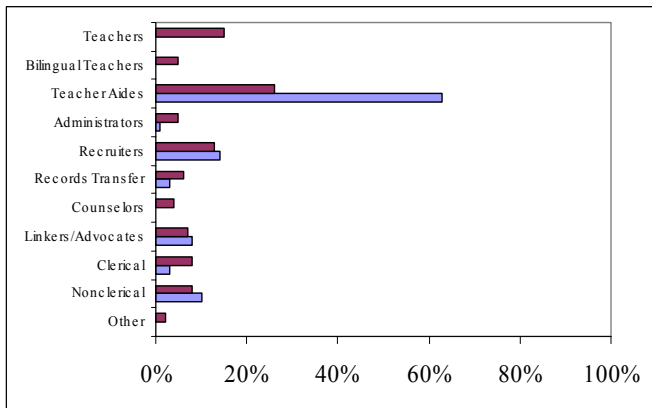
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National (9,422)

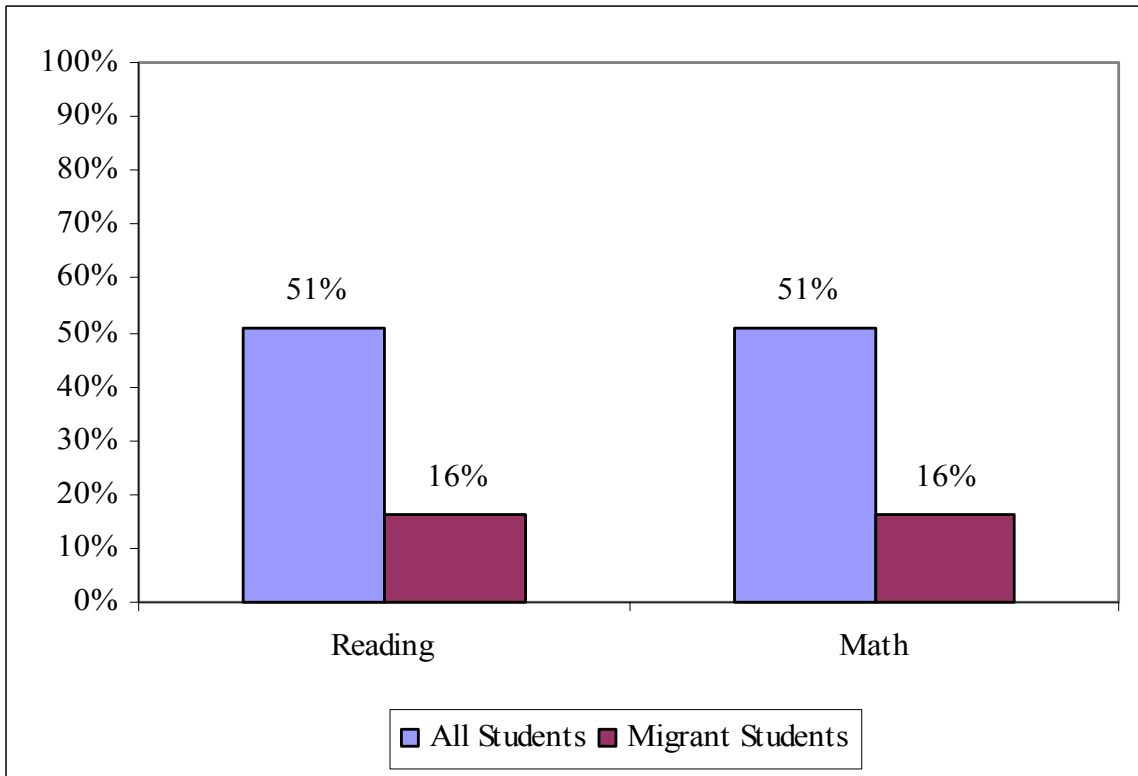
■ Nevada (10)

■ National (14,384)

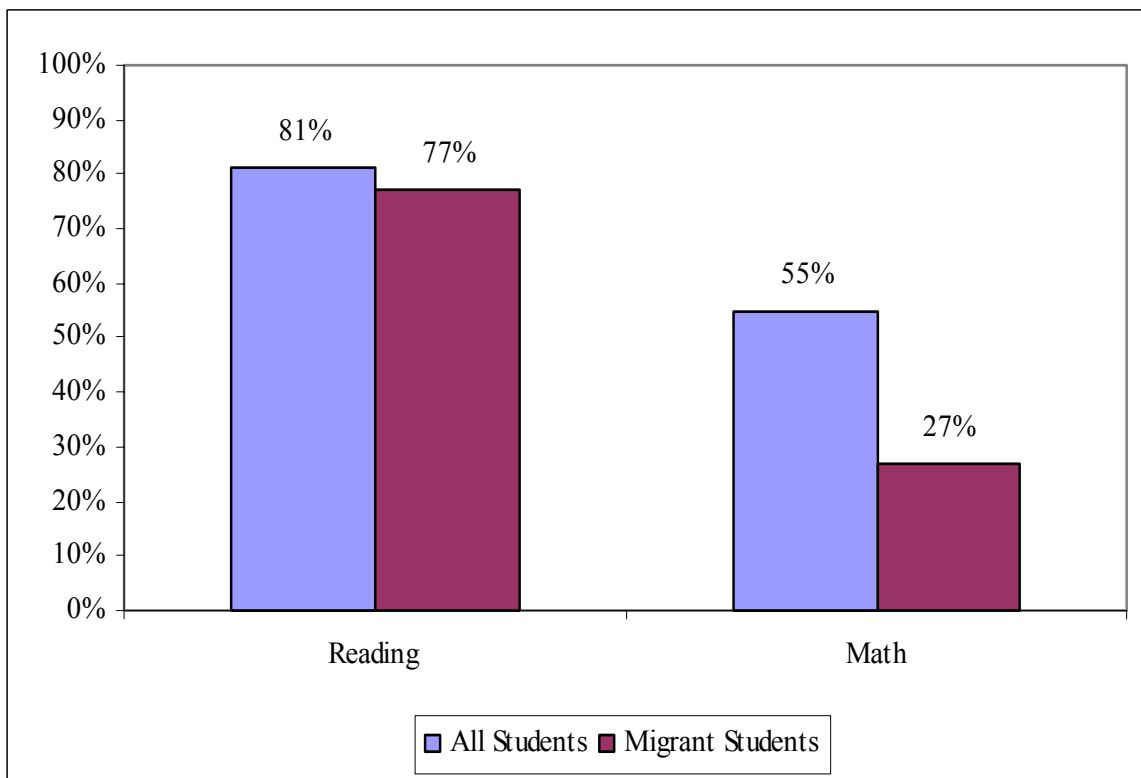
■ Nevada (0)

NEVADA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Nevada, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Nevada, 2002-03



NEW HAMPSHIRE 2001-02

State Summary

New Hampshire has about half a percent of the total number of eligible migrant children for at least part of the year. From this small population of students, 45 percent of participating children are involved in birth-K programs and 25 percent are in grades 1-6. Nationally, 19 percent of participating migrant students are very young (birth-K) and 43 percent are in grades 1-6. Moreover, children of Hispanic origin make up 79 percent of the students in the programs, and white children comprised 15 percent of the student body. Nationally, 89 percent of the migrant student population are of Hispanic origin and 6 percent are white.

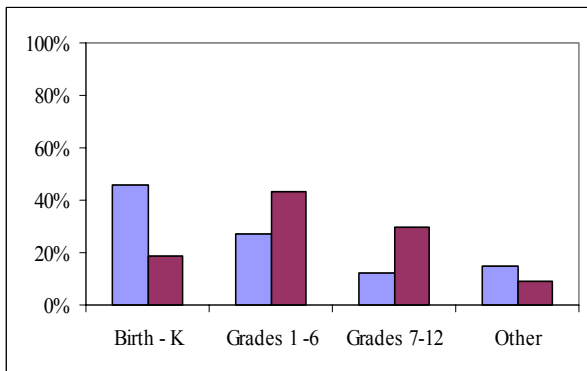
Almost 50 percent of migrant children received social work services during the regular-term.

Eligible and Participating Migrant Children

	Trend for New Hampshire			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	219	262	303	872,732
Summer/Intersession	140	161	183	390,747
Participants				
Regular Term	260	308	341	645,952
Summer/Intersession	141	189	194	405,964

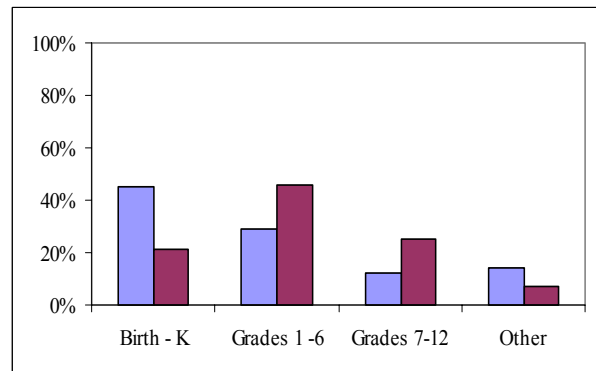
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ New Hampshire (341) ■ National (645,952)

Summer/Intersession



■ New Hampshire (194) ■ National (405,964)

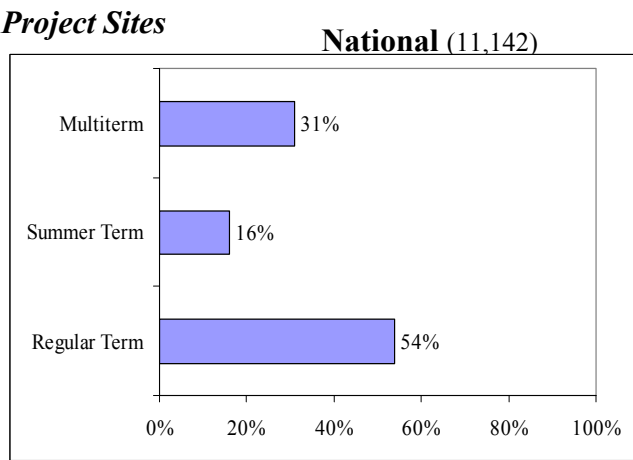
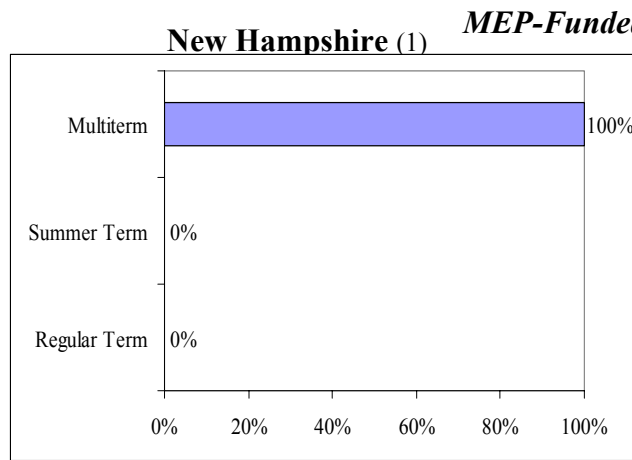
Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	New Hampshire (341)	National (767,472)
Males	58%	53%
Females	42%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	6%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	79%	89%
White (not of Hispanic origin)	15%	6%
Other	0%	0%

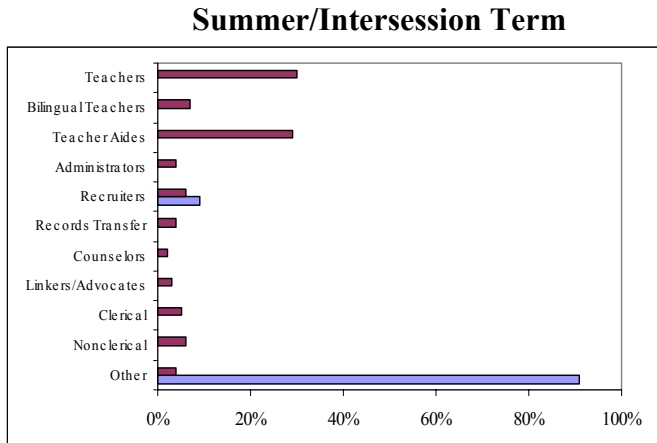
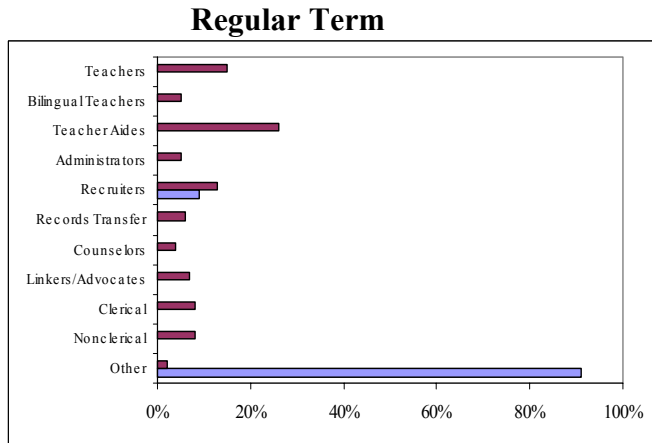
NEW HAMPSHIRE 2001-02

Migrant Students Participating in MEP Services by School Term Type

	New Hampshire		National	
	Regular Term (341)	Summer/Intersession (194)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	2%	9%	30%	60%
English for LEP Children (ESL)	4%	32%	14%	17%
Mathematics	1%	0%	19%	47%
Science	1%	0%	7%	13%
Social Studies	1%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	6%	21%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	48%	53%	55%	49%
Health, Dental, and Eye Care	38%	33%	14%	22%
Transportation	0%	0%	7%	21%
Other	38%	13%	23%	24%



MEP-Funded FTE Staff by Term



■ National Staff (9,422)

■ New Hampshire Staff (2)

■ National Staff (14,384)

■ New Hampshire Staff (2)

NEW HAMPSHIRE 2002-03

**New Hampshire did not provide reading or math data for migrant students for either elementary or secondary school.*

**New Hampshire did not provide reading or math data for migrant students for either elementary or secondary school.*

NEW JERSEY 2001-02

State Summary

New Jersey has less than 1 percent of the total number of eligible children for at least part of the year. New Jersey had a large proportion of students in "other" (e.g., out-of-school or ungraded programs), compared with the national average (58 percent in New Jersey versus 7 percent nationally). There were three times more male students than females in the programs, and most (98 percent) were of Hispanic origin.

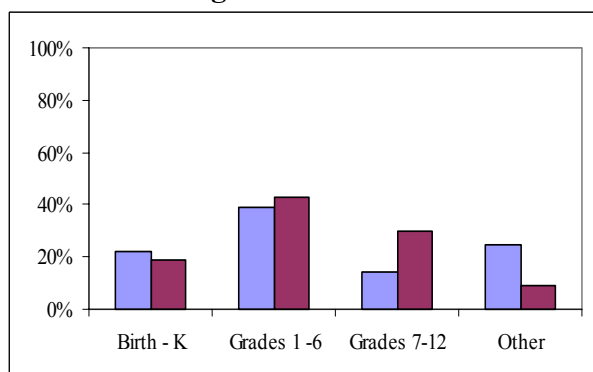
Nearly a quarter of migrant students in the regular-term received reading or language arts, mathematics, and ESL services. Eighty percent of the students participated in social work and outreach services in the regular term and over 25 percent staffing time was used by recruiters.

Eligible and Participating Migrant Children

	Trend for New Jersey			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	3,709	3,799	4,535	872,732
Summer/Intersession	1,985	1,973	1,974	390,747
Participants				
Regular Term	2,480	2,222	1,091	645,952
Summer/Intersession	2,070	2,025	2,030	405,964

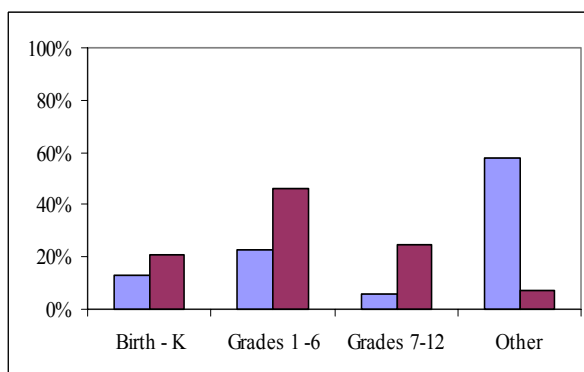
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ New Jersey (1,091) ■ National (645,952)

Summer/Intersession



■ New Jersey (2,030) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	New Jersey (2,610)	National (767,472)
Males	73%	53%
Females	27%	47%
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	2%	2%
Hispanic	98%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

NEW JERSEY 2001-02

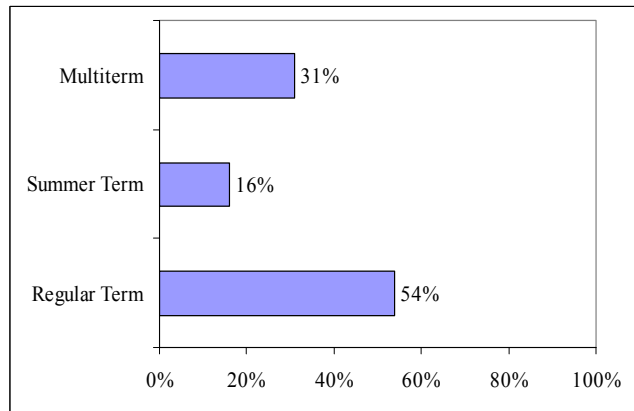
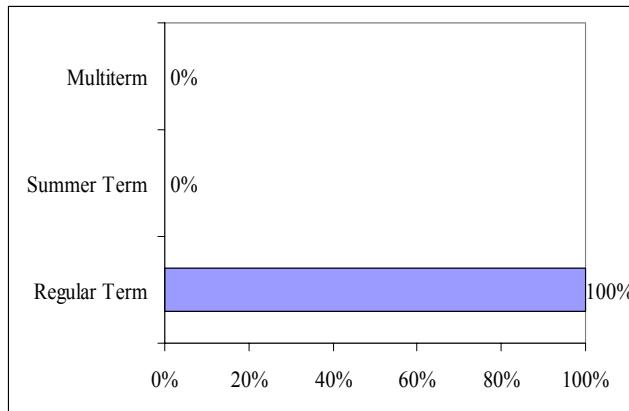
Migrant Students Participating in MEP Services by School Term Type

	New Jersey		National	
	Regular Term (1,091)	Summer/Intersession (2,030)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	22%	8%	30%	60%
English for LEP Children (ESL)	23%	47%	14%	17%
Mathematics	21%	45%	19%	47%
Science	6%	28%	7%	13%
Social Studies	6%	16%	7%	13%
Vocational/Career	6%	8%	4%	6%
Other	19%	44%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	5%	19%	21%	22%
Social Work, Outreach, or Advocacy	80%	88%	55%	49%
Health, Dental, and Eye Care	7%	56%	14%	22%
Transportation	9%	50%	7%	21%
Other	16%	42%	23%	24%

MEP-Funded Project Sites

New Jersey (57)

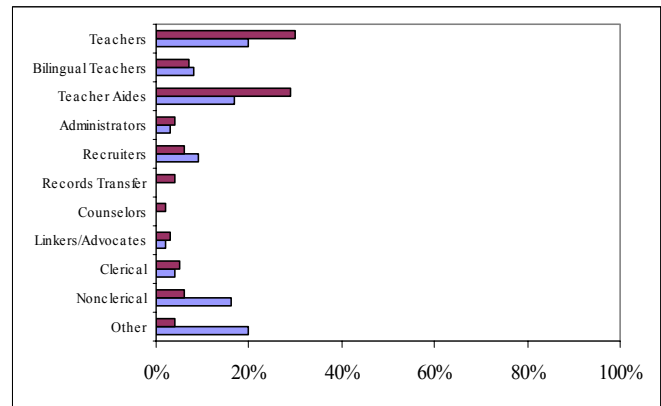
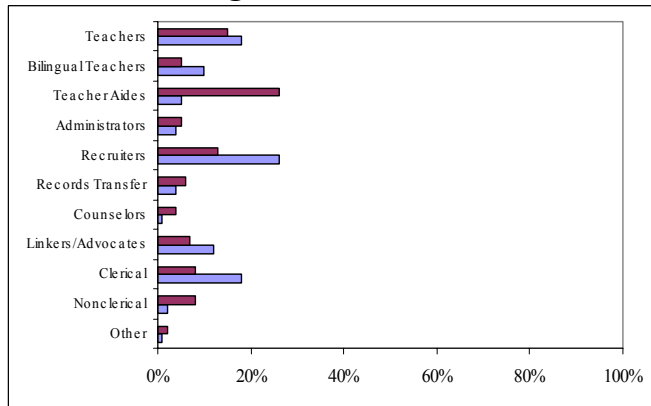
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

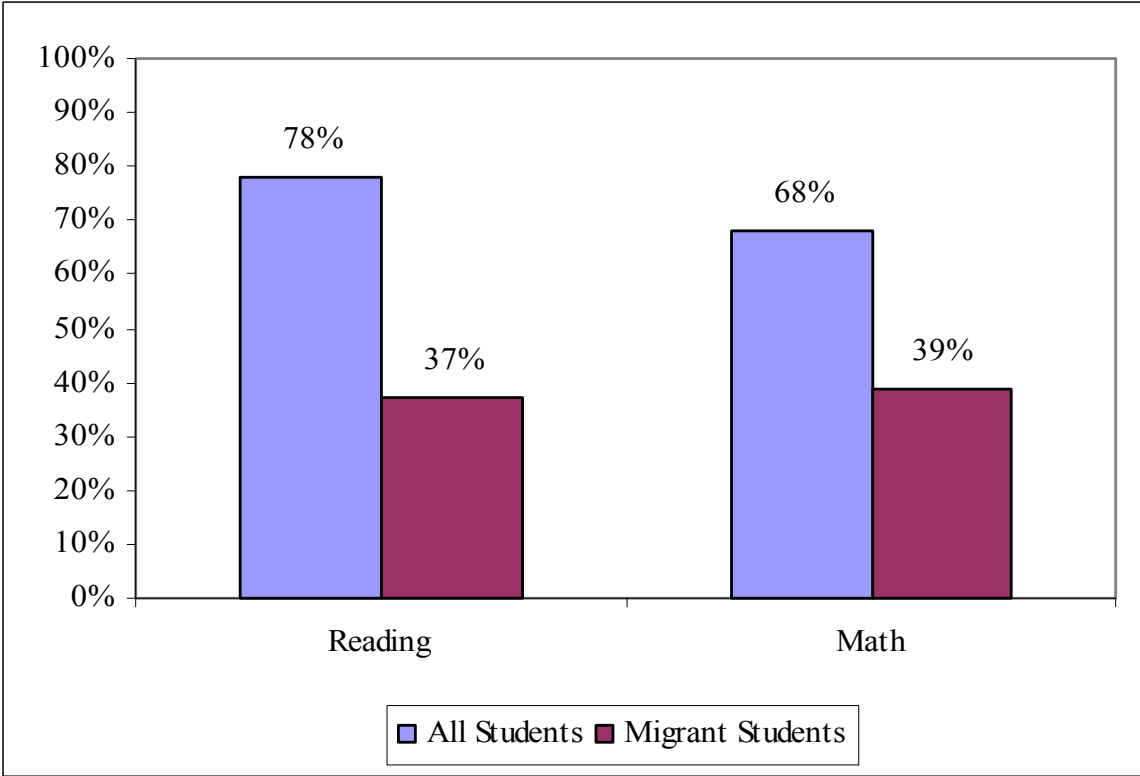
■ New Jersey Staff (20)

■ National Staff (14,384)

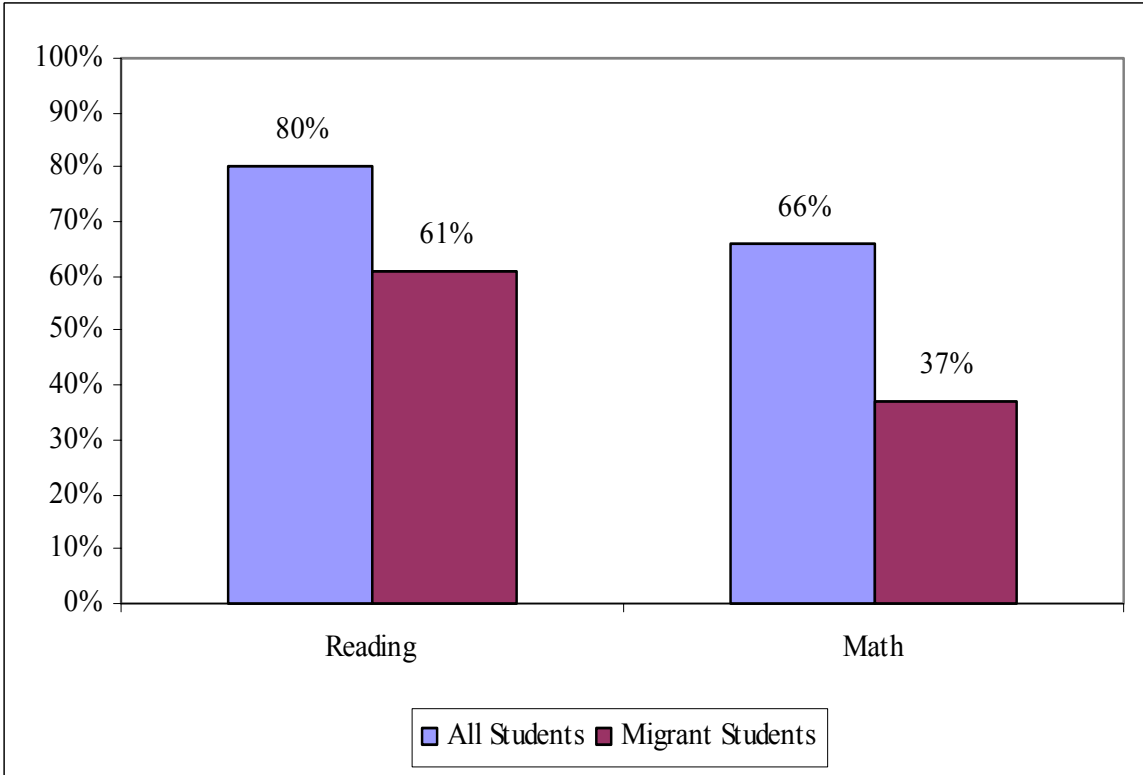
■ New Jersey Staff (229)

NEW JERSEY 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in New Jersey, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in New Jersey, 2002-03



NEW MEXICO 2001-02

State Summary

New Mexico has less than 1 percent of all migrant children for at least part of the year. The migrant students receiving MEP services were generally of Hispanic origin (95 percent), but some (5 percent) were American Indians or Alaskan Natives. Nationally, American Indians or Alaskan Natives comprise 1 percent of migrant students.

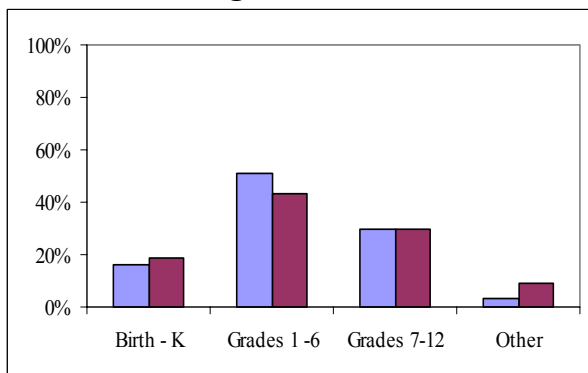
More than half of the students received reading and language arts (71 percent) and ESL (52 percent) services in the regular term. In the same period, 24 percent of students obtained social work-type services. All students received reading or language arts support during the summer or intersession-term. Nationally, 60 percent of migrant students received reading or language arts services.

Eligible and Participating Migrant Children

	Trend for New Mexico			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	2,593	2,591	2,605	872,732
Summer/Intersession	369	614	683	390,747
Participants				
Regular Term	2,734	2,591	2,605	645,952
Summer/Intersession	372	720	683	405,964

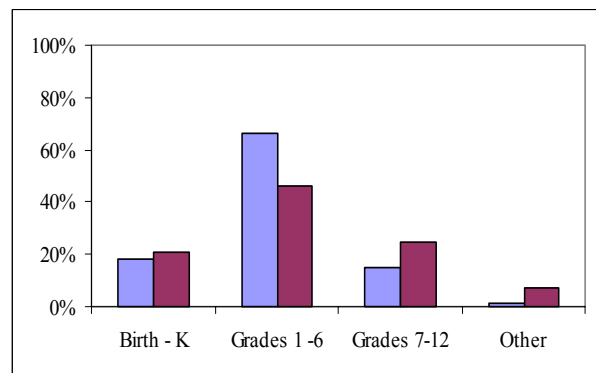
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ New Mexico (2,605) ■ National (645,952)

Summer/Intersession



■ New Mexico (683) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	New Mexico (3,288)	National (767,472)
Males	53%	53%
Females	47%	47%
Ethnicity		
American Indian/Alaskan Native	5%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	95%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

NEW MEXICO 2001-02

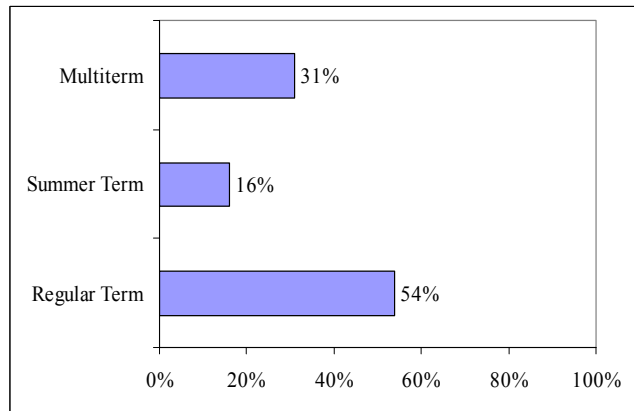
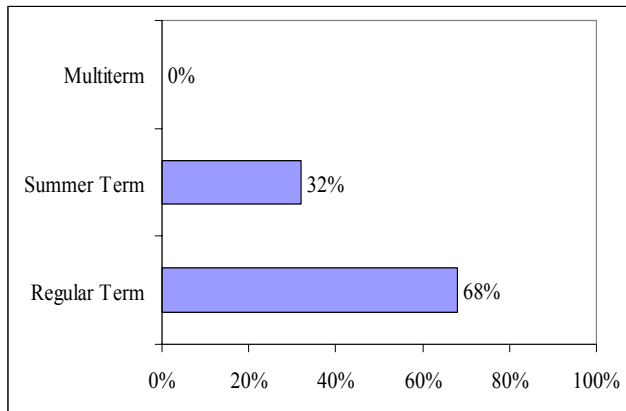
Migrant Students Participating in MEP Services by School Term Type

	New Mexico		National	
	Regular Term (2,605)	Summer/Intersession (683)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	71%	100%	30%	60%
English for LEP Children (ESL)	52%	29%	14%	17%
Mathematics	39%	57%	19%	47%
Science	28%	41%	7%	13%
Social Studies	27%	41%	7%	13%
Vocational/Career	13%	20%	4%	6%
Other	3%	16%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	62%	14%	21%	22%
Social Work, Outreach, or Advocacy	24%	0%	55%	49%
Health, Dental, and Eye Care	11%	31%	14%	22%
Transportation	13%	59%	7%	21%
Other	0%	0%	23%	24%

New Mexico (31)

MEP-Funded Project Sites

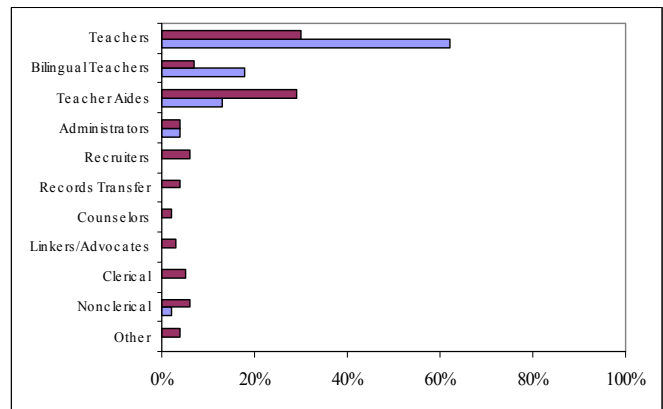
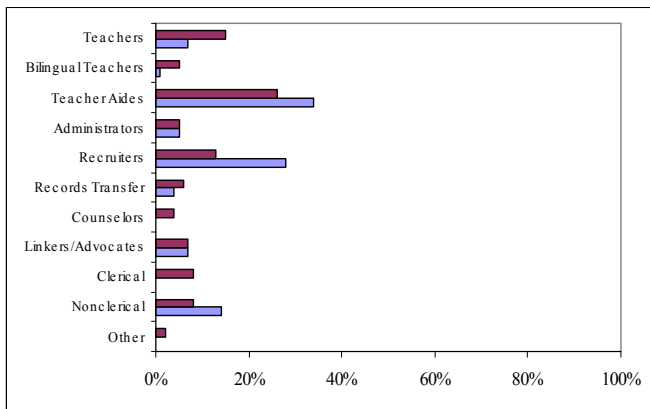
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

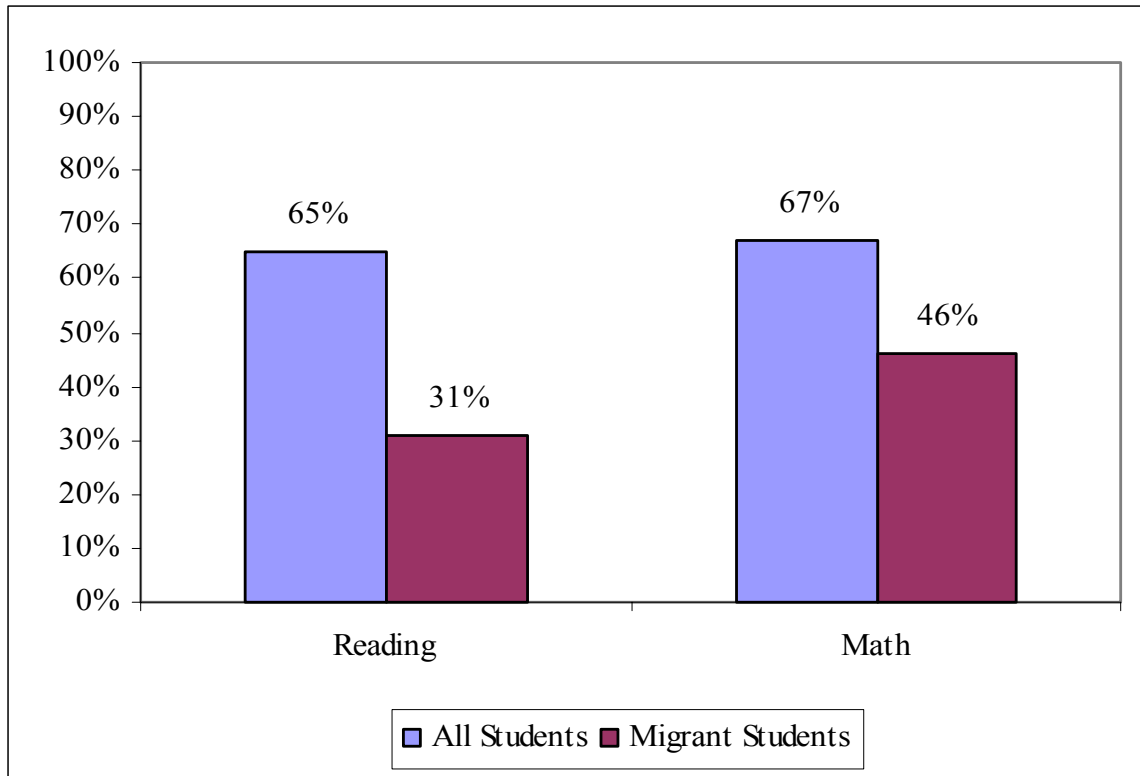
■ New Mexico Staff (28)

■ National Staff (14,384)

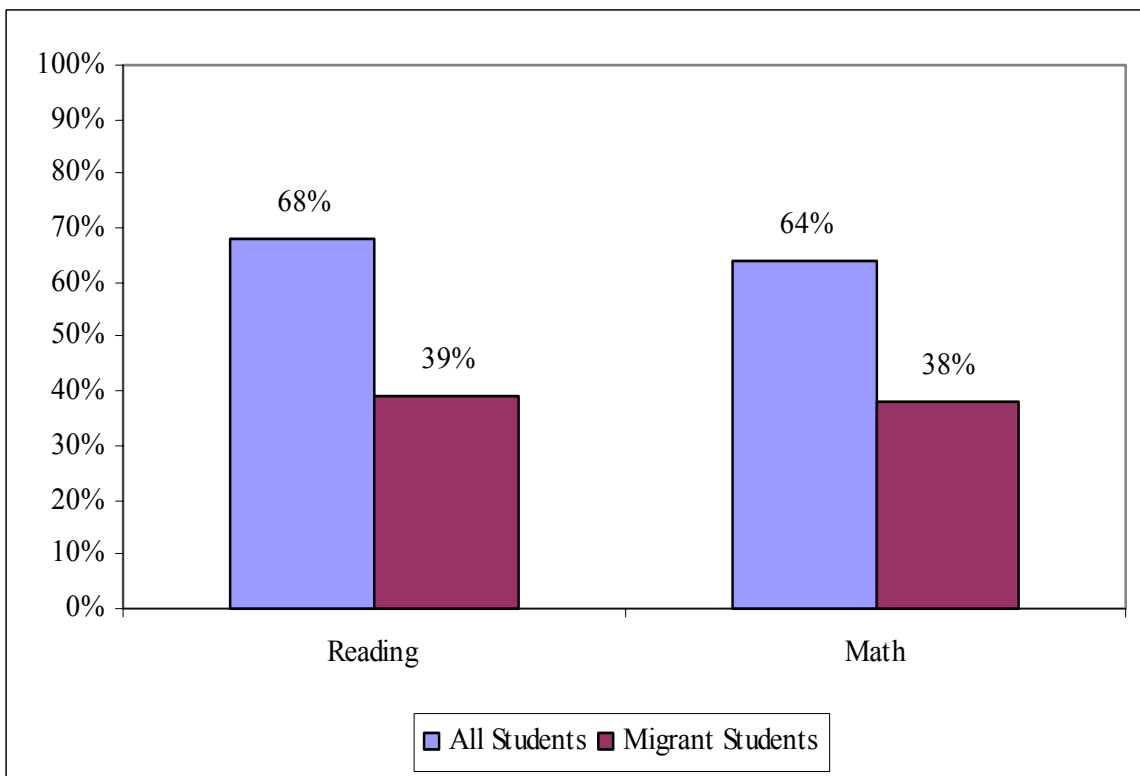
■ New Mexico Staff (23)

NEW MEXICO 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in New Mexico, 2002-03



Percent of 10th Grade Students Scoring At or Above Proficient in New Mexico, 2002-03



NEW YORK 2001-02

State Summary

New York has about 2 percent of migrant children for at least part of the year. Thirty-four percent of regular-term students were enrolled in other (e.g., out-of-school or ungraded programs), compared with the national average of 9 percent. About a third of the children are white and another 65 percent are of Hispanic origin. Nationally, 6 percent are white and 89 percent are of Hispanic origin.

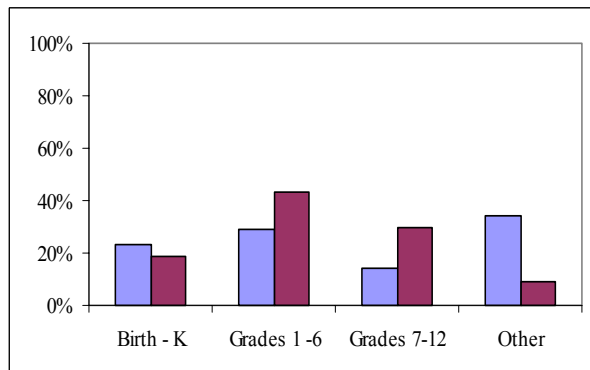
Thirty-seven percent of the migrant students were instructed in reading and language arts and 60 percent received other educational-related courses during the regular term. Seventy-nine percent of students were provided social work type services.

Eligible and Participating Migrant Children

	Trend for New York			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	12,735	14,013	14,425	872,732
Summer/Intersession	7,849	8,312	8,246	390,747
Participants				
Regular Term	8,280	9,247	9,968	645,952
Summer/Intersession	8,280	8,824	8,835	405,964

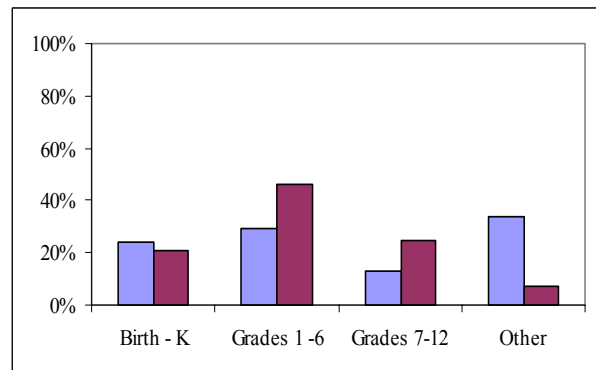
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ New York (9,968) ■ National (645,952)

Summer/Intersession



■ New York (8,835) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	New York (12,533)	National (767,472)
Males	64%	53%
Females	36%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	2%	2%
Hispanic	65%	89%
White (not of Hispanic origin)	33%	6%
Other	0%	0%

NEW YORK 2001-02

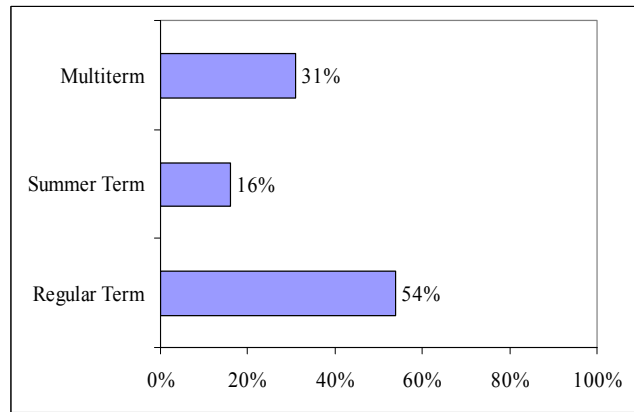
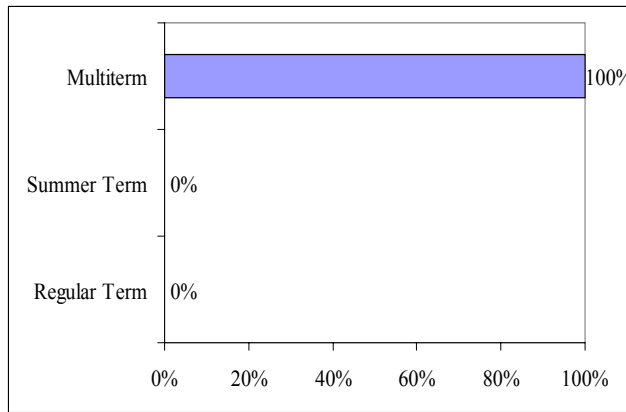
Migrant Students Participating in MEP Services by School Term Type

	New York		National	
	Regular Term (9,968)	Summer/Intersession (8,835)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	37%	55%	30%	60%
English for LEP Children (ESL)	26%	46%	14%	17%
Mathematics	23%	29%	19%	47%
Science	9%	20%	7%	13%
Social Studies	10%	16%	7%	13%
Vocational/Career	4%	7%	4%	6%
Other	62%	66%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	11%	8%	21%	22%
Social Work, Outreach, or Advocacy	79%	63%	55%	49%
Health, Dental, and Eye Care	11%	9%	14%	22%
Transportation	9%	15%	7%	21%
Other	62%	66%	23%	24%

New York (11)

MEP-Funded Project Sites

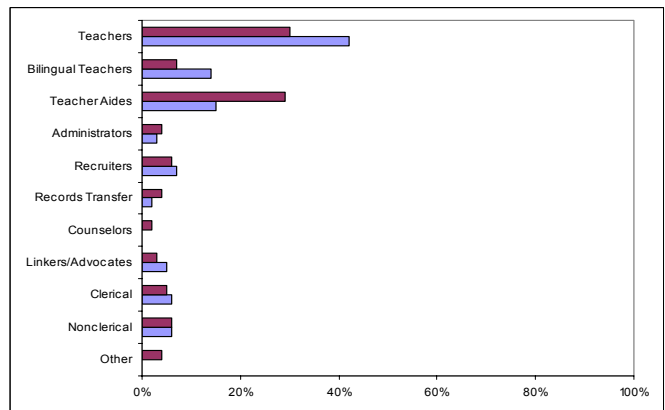
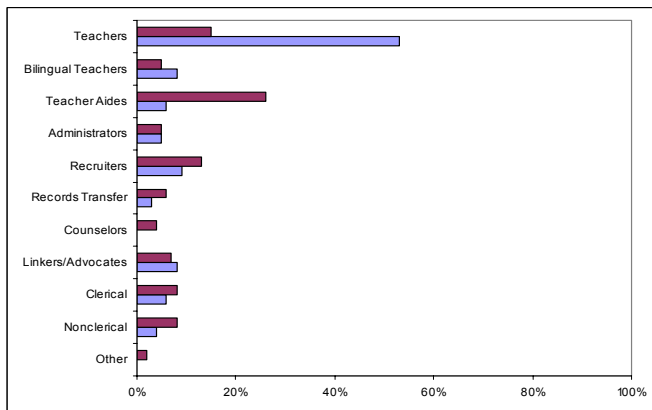
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

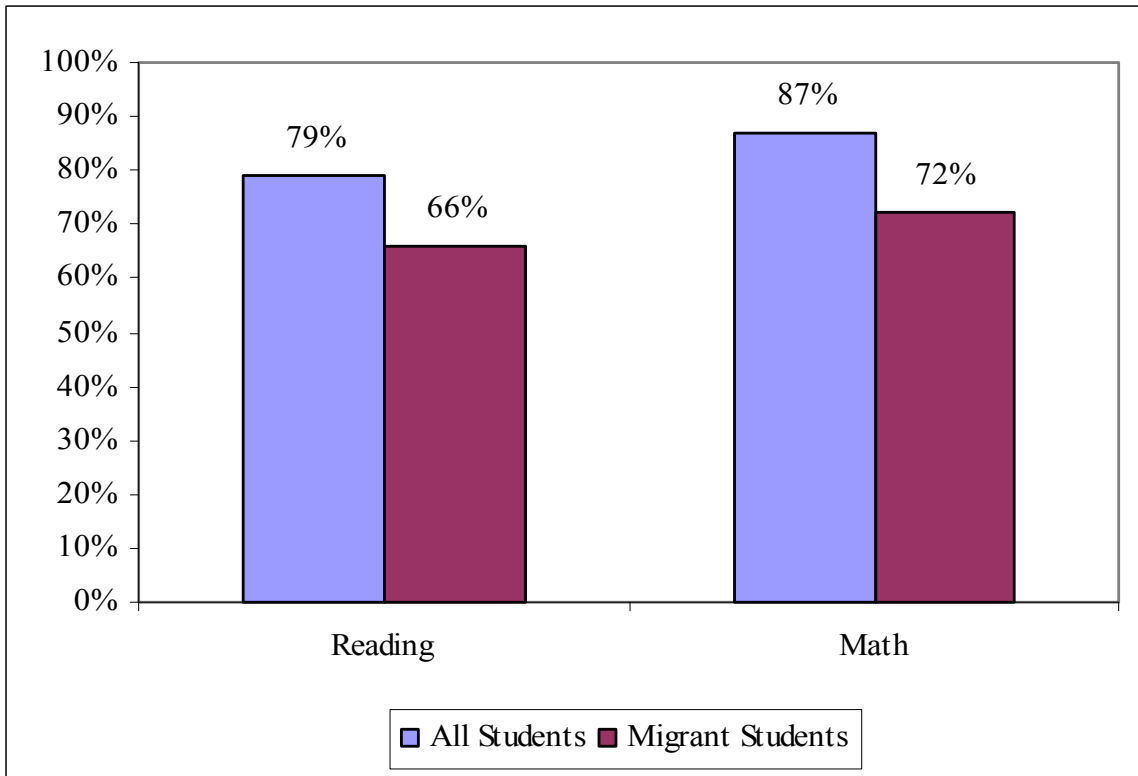
■ New York Staff (204)

■ National Staff (14,384)

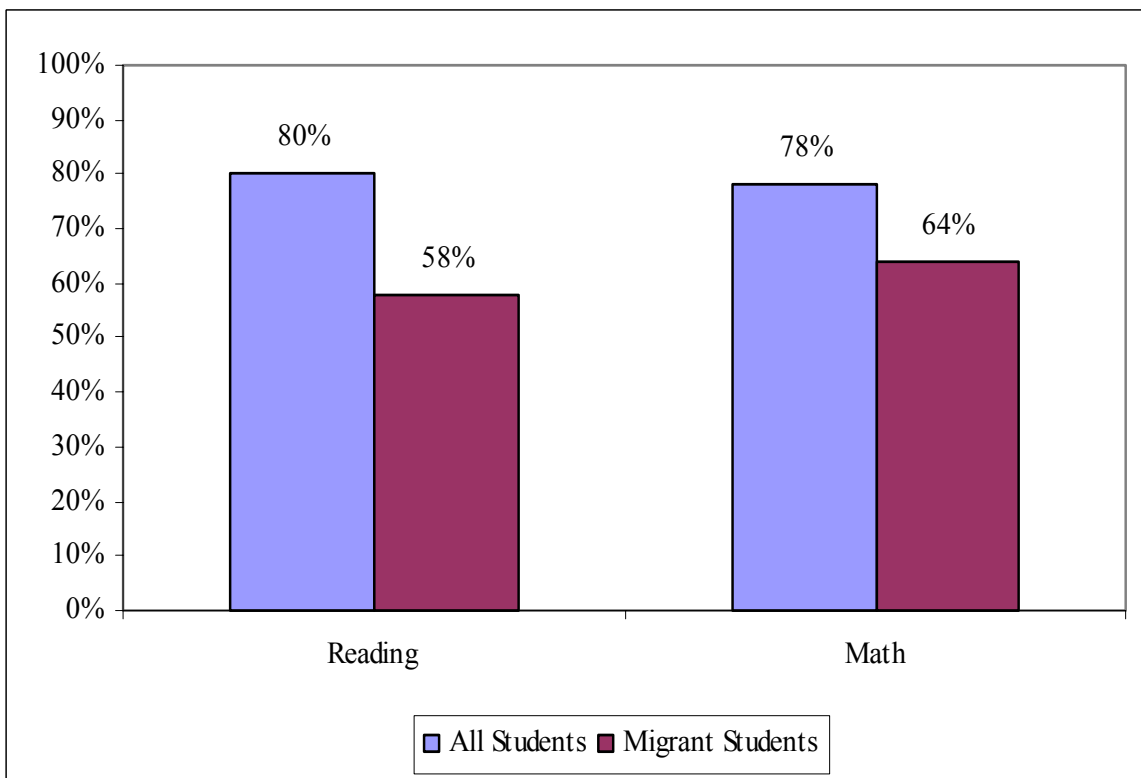
■ New York Staff (286)

NEW YORK 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in New York, 2002-03



Percent of High School Students Scoring At or Above Proficient in New York, 2002-03



NORTH CAROLINA 2001-02

State Summary

North Carolina has 2 percent of all migrant students for at least part of the year. In the summer or intersession term, nearly 50 percent of students were in ungraded or out-of-school programs. Nationally, the percentage is much lower (7 percent). MEP-services were delivered to black (4 percent), white (1 percent), and Hispanic (95 percent) students. Across the nation, 89 percent of migrant students are Hispanic.

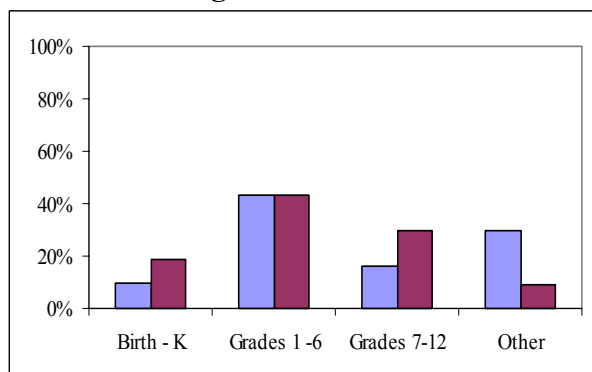
Within the regular term, 29 percent of LEP children received services, 19 percent of migrant students participated in reading or language arts, and 17 percent received services in mathematics. Nationally, 14 percent of LEP students received ESL services and 30 of migrant students received reading or language arts services.

Eligible and Participating Migrant Children

	Trend for North Carolina			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	14,767	15,909	17,468	872,732
Summer/Intersession	6,904	8,008	9,023	390,747
Participants				
Regular Term	12,150	14,054	15,710	645,952
Summer/Intersession	8,095	8,430	9,179	405,964

Migrant Children in MEP-Funded Programs by Grade or Age Group

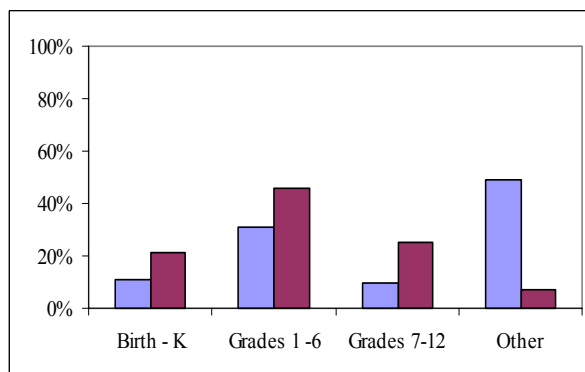
Regular Term



■ North Carolina (15,710)

■ National (645,952)

Summer/Intersession



■ North Carolina (9,179)

■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	North Carolina (12,776)	National (767,472)
Males	53%	53%
Females	47%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	4%	2%
Hispanic	94%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

NORTH CAROLINA 2001-02

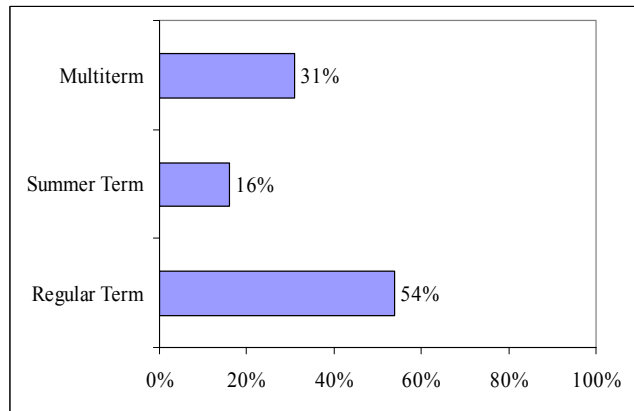
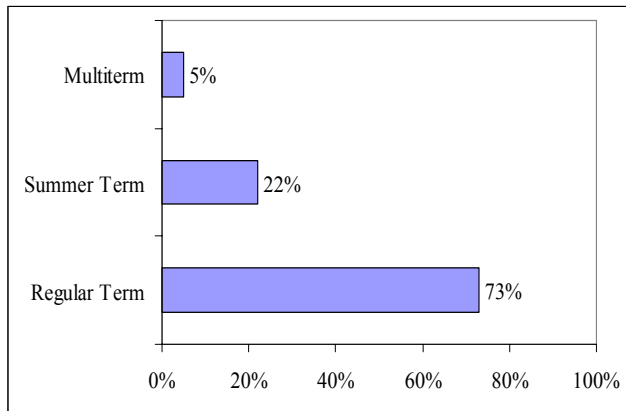
Migrant Students Participating in MEP Services by School Term Type

	North Carolina		National	
	Regular Term (15,710)	Summer/Intersession (9,179)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	19%	20%	30%	60%
English for LEP Children (ESL)	29%	22%	14%	17%
Mathematics	17%	17%	19%	47%
Science	1%	5%	7%	13%
Social Studies	1%	4%	7%	13%
Vocational/Career	4%	8%	4%	6%
Other	36%	26%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	12%	14%	21%	22%
Social Work, Outreach, or Advocacy	16%	19%	55%	49%
Health, Dental, and Eye Care	13%	14%	14%	22%
Transportation	7%	21%	7%	21%
Other	96%	81%	23%	24%

North Carolina (579)

MEP-Funded Project Sites

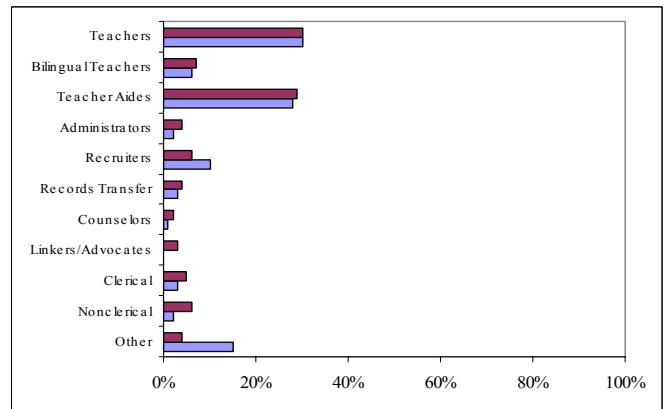
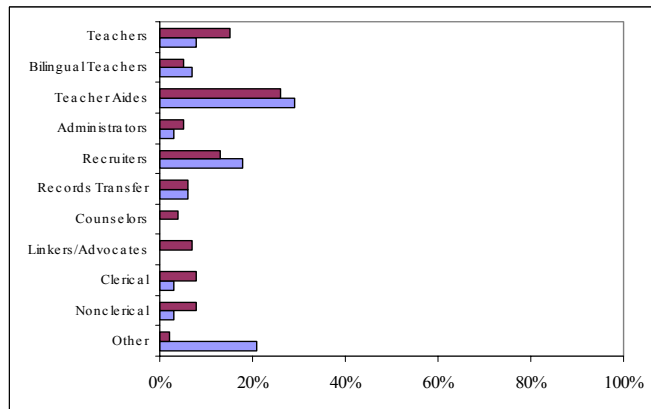
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

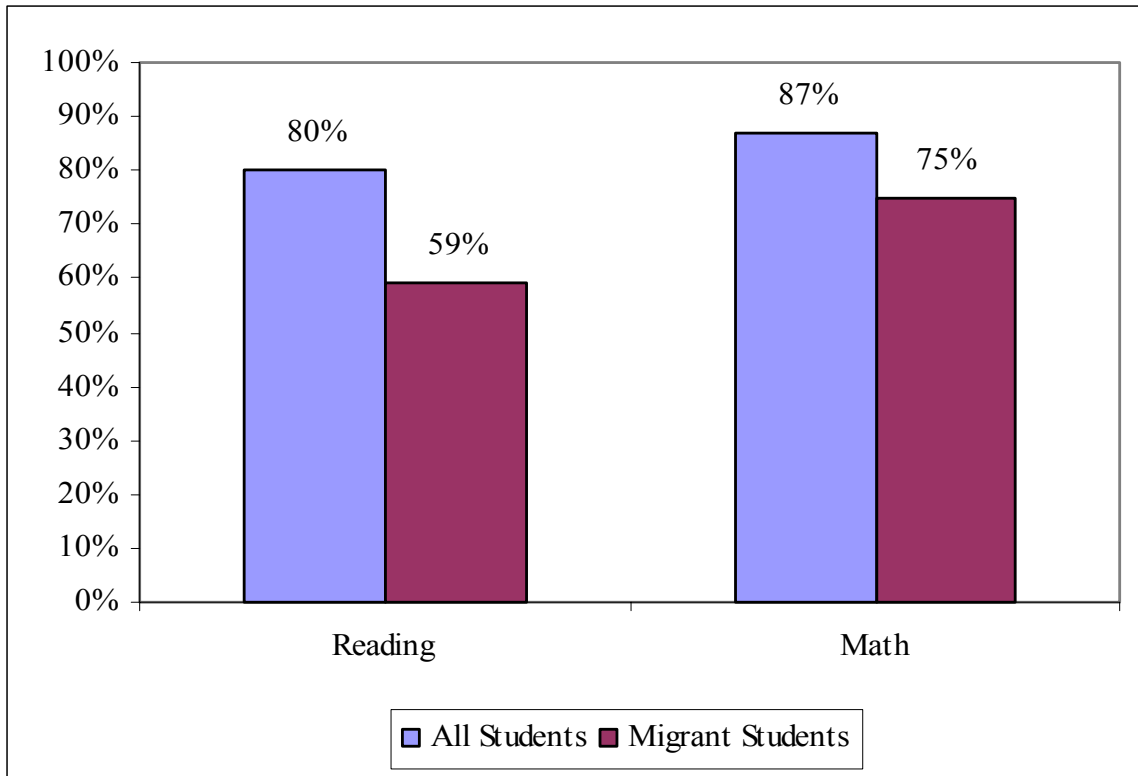
■ North Carolina Staff (215)

■ National Staff (14,384)

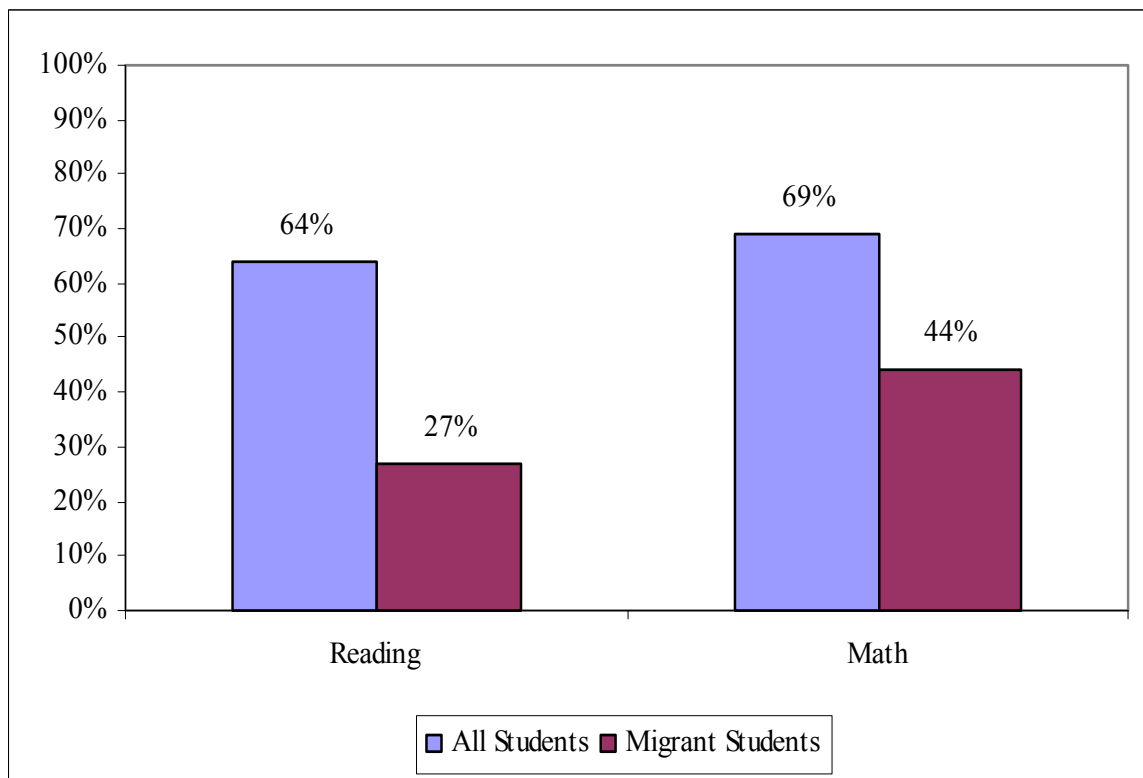
■ North Carolina Staff (332)

NORTH CAROLINA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in North Carolina, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in North Carolina, 2002-03



NORTH DAKOTA 2001-02

State Summary

North Dakota has less than 1 percent of eligible migrant students only during the summer or intersession term, which is when the program is in operation. In that term, 45 percent of the children were in birth-K programs, and 35 percent were in grades 1-6. Relatively fewer migrant children (21 percent) were from birth to kindergarten nationally. The student body population was 100 percent Hispanic, which is greater than the national percentage of 89 percent.

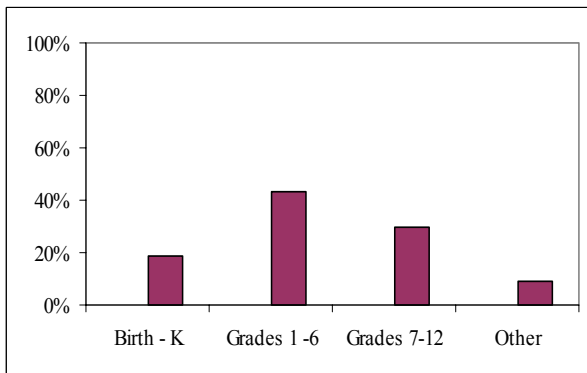
During the program's period of operation, 76 percent of the students participated in language arts, ESL services, and mathematic services. Fifty percent of staff were teachers, which is greater than the national figure (30 percent).

Eligible and Participating Migrant Children

	Trend for North Dakota			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	745	656	712	872,732
Summer/Intersession	500	408	438	390,747
Participants				
Regular Term	0	0	0	645,952
Summer/Intersession	615	491	529	405,964

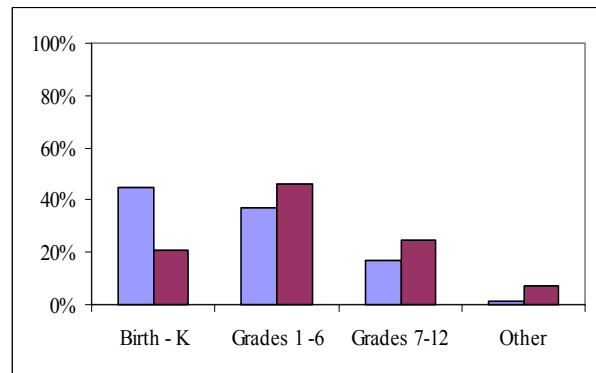
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ North Dakota (0) ■ National (645,952)

Summer/Intersession



■ North Dakota (529) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	North Dakota (438)	National (767,472)
Males	46%	53%
Females	54%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	100%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

NORTH DAKOTA 2001-02

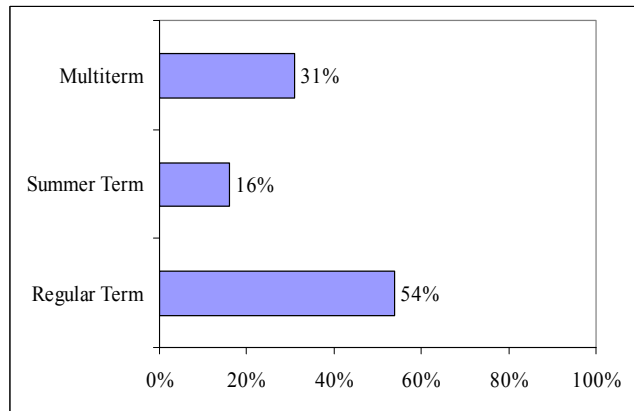
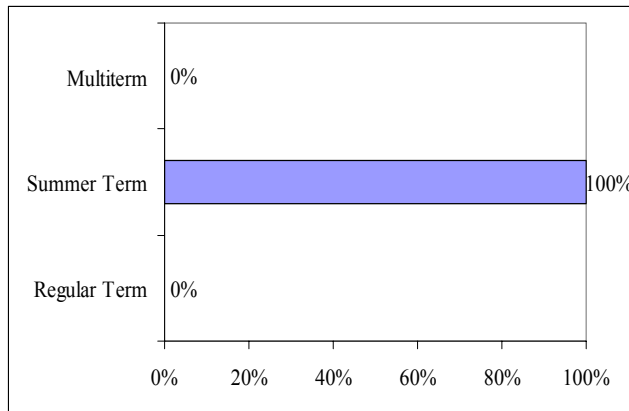
Migrant Students Participating in MEP Services by School Term Type

	North Dakota		National	
	Regular Term (0)	Summer/Intersession (529)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	76%	30%	60%
English for LEP Children (ESL)		76%	14%	17%
Mathematics	0%	76%	19%	47%
Science	0%	0%	7%	13%
Social Studies	0%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	5%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	0%	0%	55%	49%
Health, Dental, and Eye Care	0%	74%	14%	22%
Transportation	0%	78%	7%	21%
Other	0%	83%	23%	24%

North Dakota (5)

MEP-Funded Project Sites

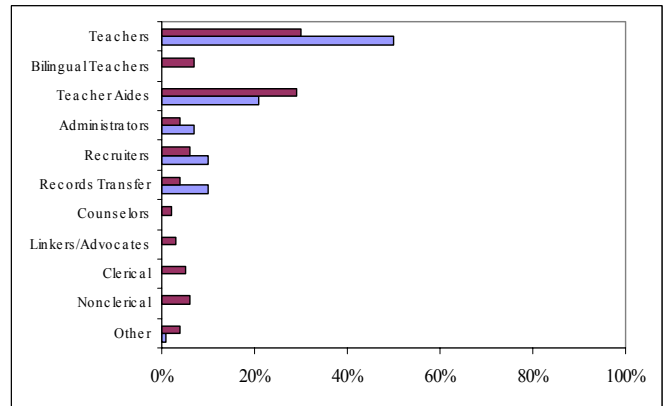
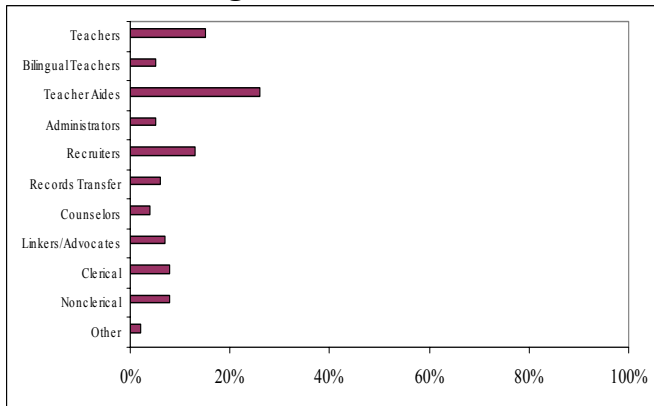
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

■ North Dakota Staff (0)

■ National Staff (14,384)

■ North Dakota Staff (68)

NORTH DAKOTA 2002-03

**North Dakota did not provide reading or math data for migrant students for either elementary or secondary school.*

**North Dakota did not provide reading or math data for migrant students for either elementary or secondary school.*

OHIO 2001-02

State Summary

Ohio has less than 1 percent of migrant students for at least part of the year. During the regular term, Ohio has more migrant students enrolled in “other” (e.g., out-of-school and ungraded) programs than the nation, (22 percent versus 9 percent). Children receiving MEP-services were all of Hispanic origin, which makes a greater percentage than the national average (89 percent).

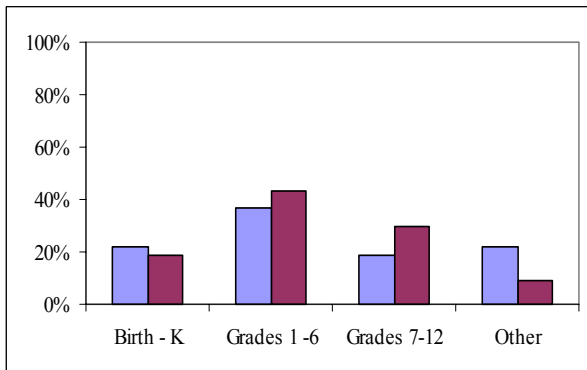
Various social work type services were provided in the regular term to migrant children (93 percent) and summer or intersession term (100 percent). Nationally, 55 percent of migrant students during the regular term and 49 percent during the summer or intersession term received social work services. During the regular term, 46 percent of staffing hours went to teacher aides while nationally, 26 percent of hours went to teacher aides during the regular term.

Eligible and Participating Migrant Children

	Trend for Ohio			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	6,007	6,337	6,413	872,732
Summer/Intersession	3,740	3,766	3,479	390,747
Participants				
Regular Term	1,315	1,293	2,394	645,952
Summer/Intersession	4,082	4,135	3,824	405,964

Migrant Children in MEP-Funded Programs by Grade or Age Group

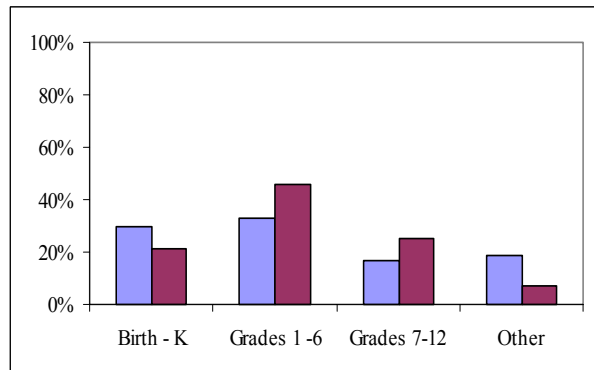
Regular Term



■ Ohio (2,394)

■ National (645,952)

Summer/Intersession



■ Ohio (3,824)

■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Ohio (4,619)	National (767,472)
Males	57%	53%
Females	43%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	100%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

OHIO 2001-02

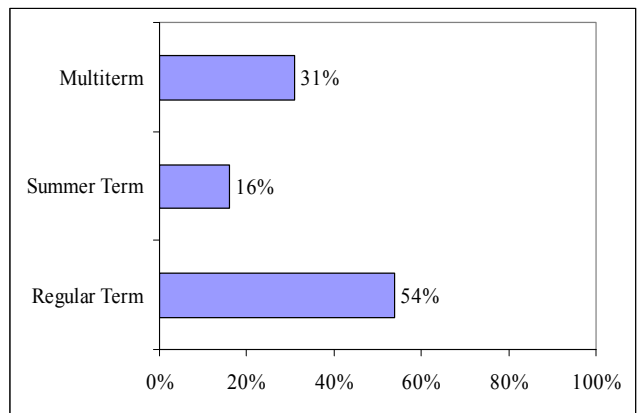
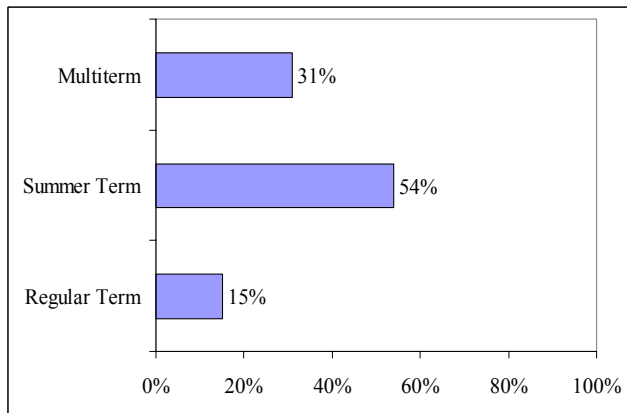
Migrant Students Participating in MEP Services by School Term Type

	Ohio		National	
	Regular Term (2,394)	Summer/Intersession (3,824)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	34%	75%	30%	60%
English for LEP Children (ESL)	10%	18%	14%	17%
Mathematics	11%	24%	19%	47%
Science	3%	14%	7%	13%
Social Studies	3%	13%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	2%	20%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	1%	1%	21%	22%
Social Work, Outreach, or Advocacy	93%	100%	55%	49%
Health, Dental, and Eye Care	0%	17%	14%	22%
Transportation	0%	33%	7%	21%
Other	0%	34%	23%	24%

Ohio (26)

MEP-Funded Project Sites

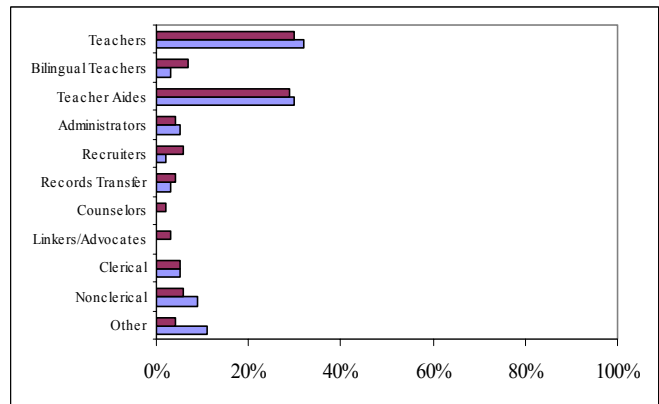
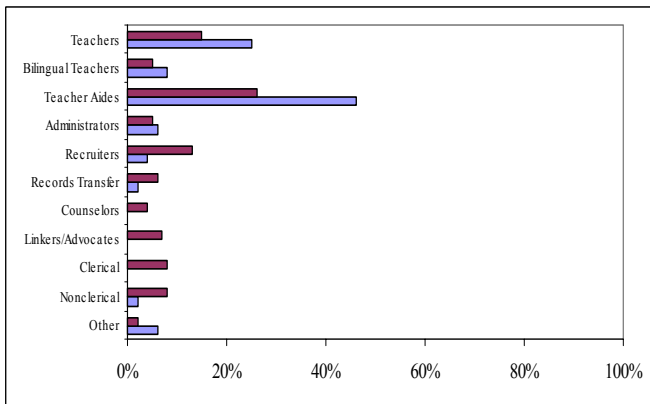
National (11,142)



MEP-Funded FTE Staff by Term, 2001-02

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

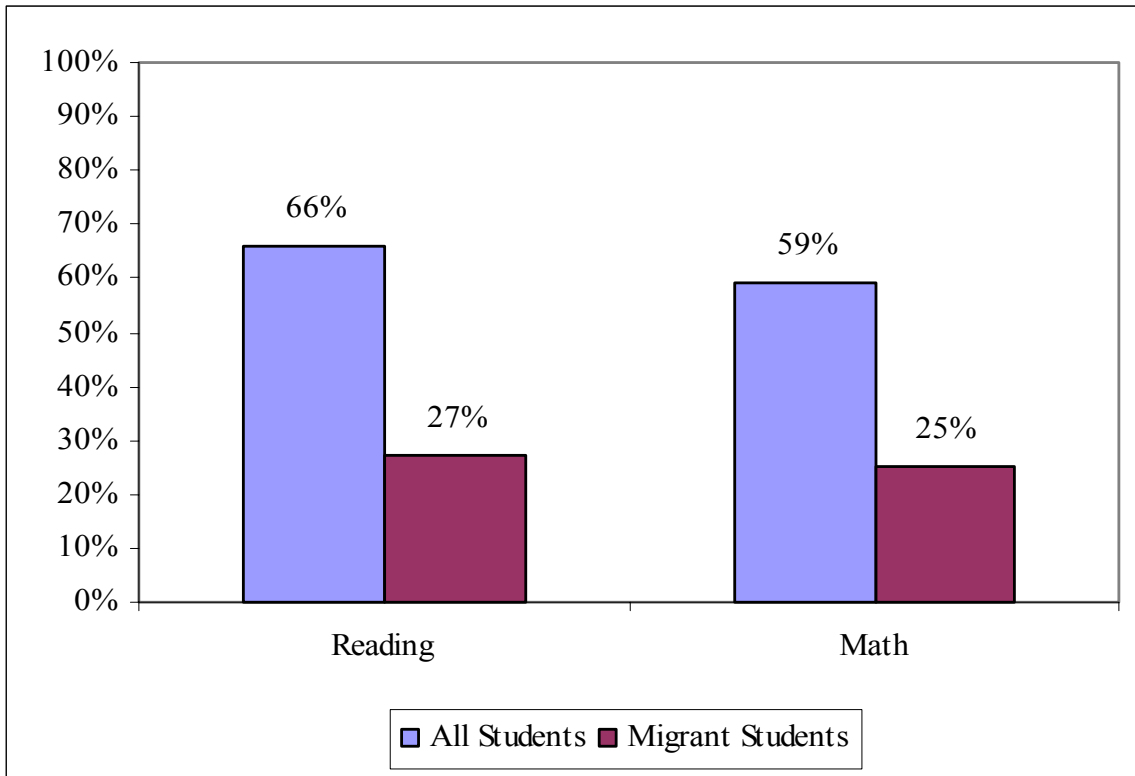
■ Ohio Staff (48)

■ National Staff (14,384)

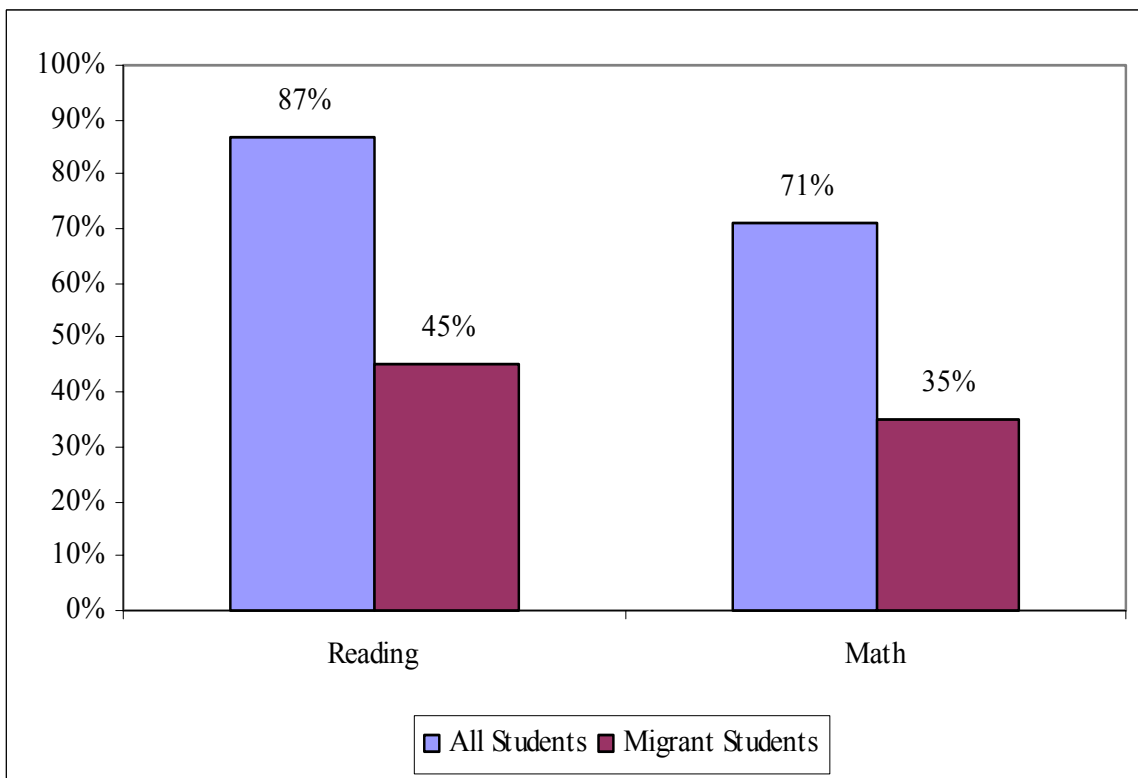
■ Ohio Staff (232)

OHIO 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Ohio, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Ohio, 2002-03



OKLAHOMA 2001-02

State Summary

Oklahoma has less than 1 percent of all eligible and participating migrant students for at least part of the year. The majority (58 percent) of the children enrolled were in grades 1-6. Nationally, 43 percent of migrant students were in grades 1-6 during the regular term.

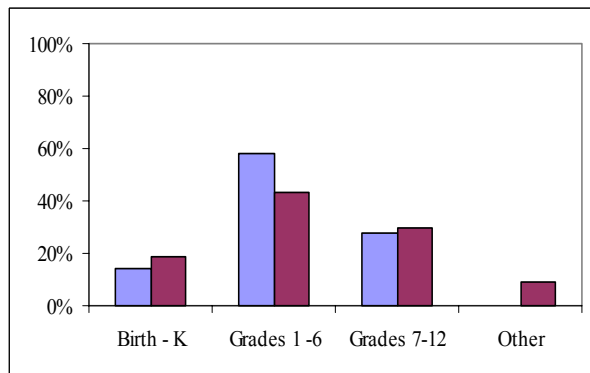
Thirty-six percent of the migrant students received reading and language arts services and a quarter received ESL classes and mathematics services during the regular term. Forty-five percent of summer or intersession migrant students received ESL services and 42 percent received reading or language arts services. Nationally, 17 percent of migrant students received ESL support and 60 percent received help in reading or language arts.

Eligible and Participating Migrant Children

	Trend for Oklahoma			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	6,520	6,031	5,827	872,732
Summer/Intersession	802	761	510	390,747
Participants				
Regular Term	2,568	2,522	2,674	645,952
Summer/Intersession	802	761	510	405,964

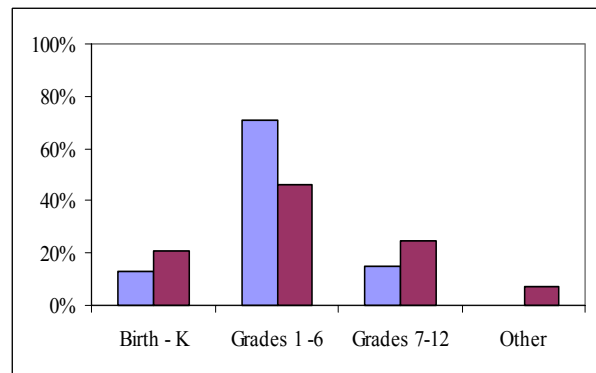
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Oklahoma (2,674) ■ National (645,952)

Summer/Intersession



■ Oklahoma (510) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Oklahoma (2,896)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	3%	2%
Hispanic	81%	89%
White (not of Hispanic origin)	13%	6%
Other	0%	0%

OKLAHOMA 2001-02

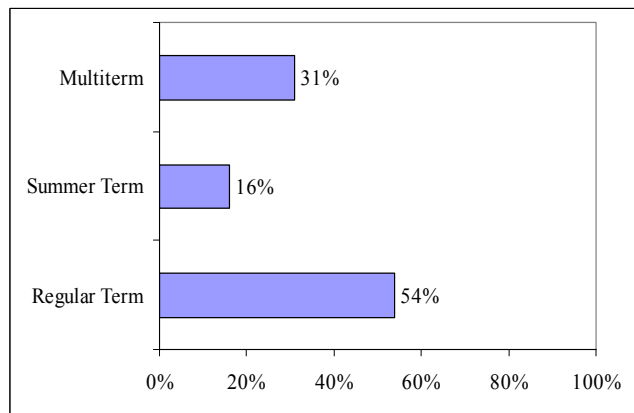
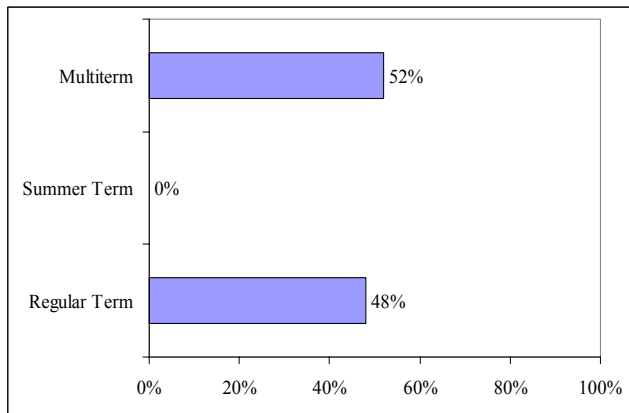
Migrant Students Participating in MEP Services by School Term Type

	Oklahoma		National	
	Regular Term (2,674)	Summer/Intersession (510)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	36%	42%	30%	60%
English for LEP Children (ESL)	25%	45%	14%	17%
Mathematics	25%	18%	19%	47%
Science	4%	10%	7%	13%
Social Studies	7%	8%	7%	13%
Vocational/Career	3%	0%	4%	6%
Other	12%	11%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	4%	15%	21%	22%
Social Work, Outreach, or Advocacy	2%	1%	55%	49%
Health, Dental, and Eye Care	2%	9%	14%	22%
Transportation	6%	17%	7%	21%
Other	11%	25%	23%	24%

Oklahoma (95)

MEP-Funded Project Sites

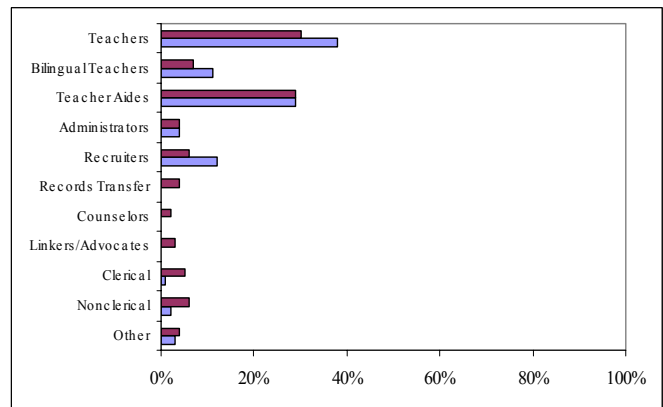
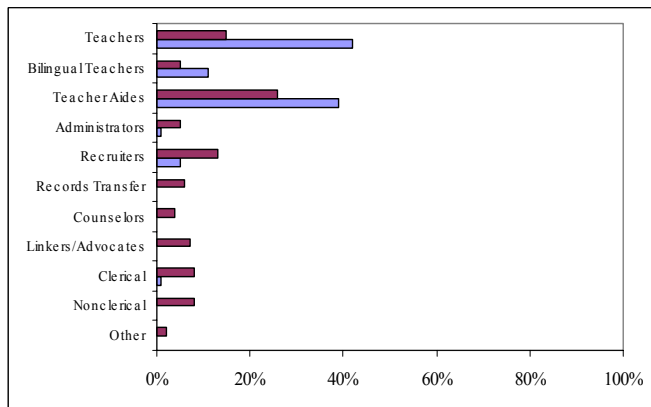
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

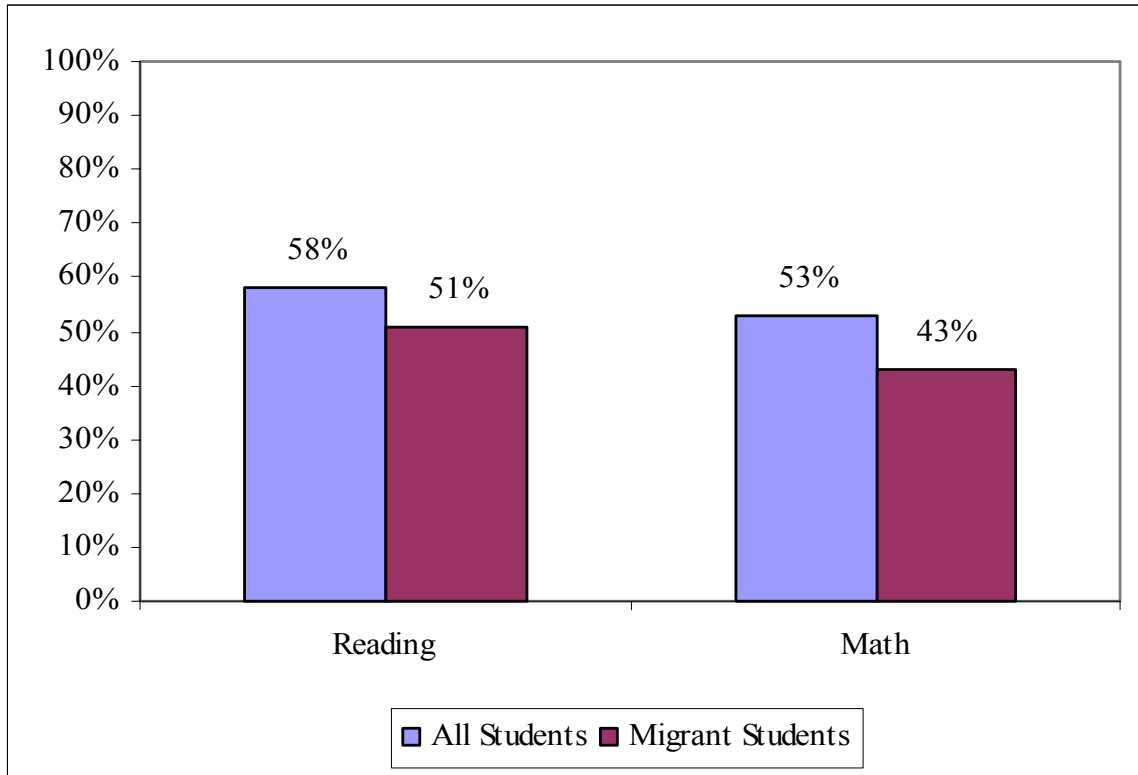
■ Oklahoma Staff (118)

■ National Staff (14,384)

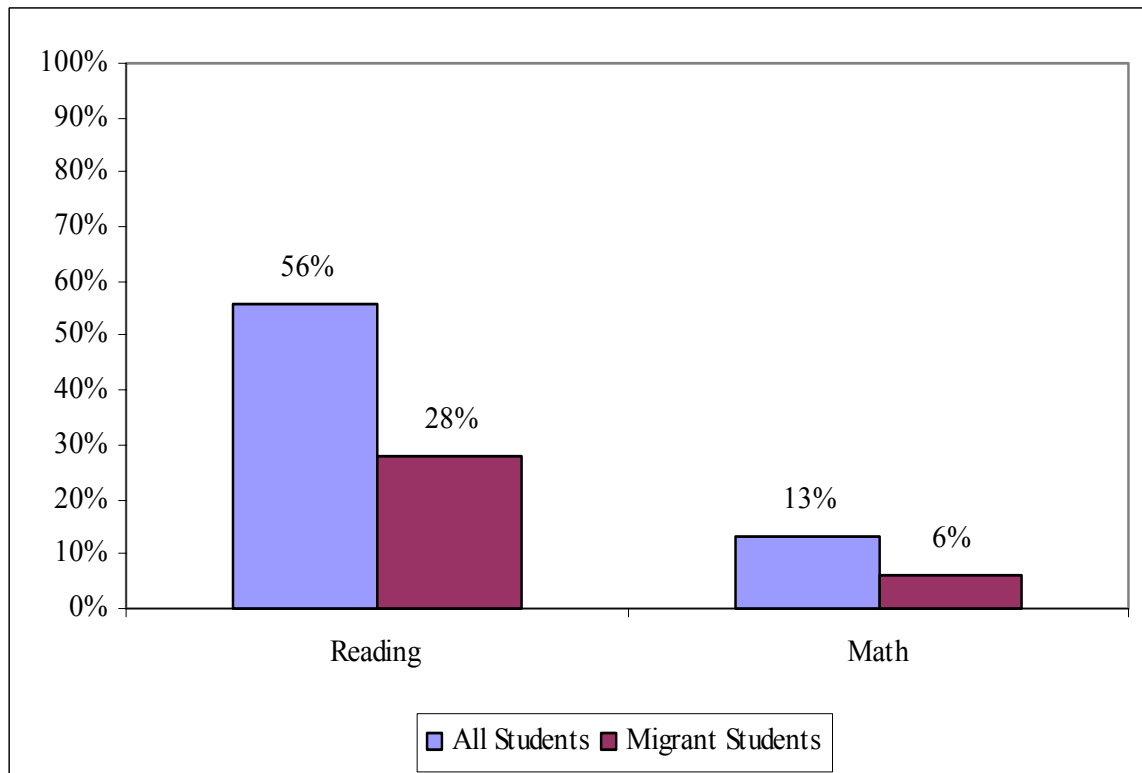
■ Oklahoma Staff (62)

OKLAHOMA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Oklahoma, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Oklahoma, 2002-03



OREGON 2001-02

State Summary

Oregon has more than 3 percent of the eligible migrant children for at least part of the year. The ethnic composition of the migrant children receiving MEP-funded services is 95 percent Hispanic, which is above the national average of 89 percent.

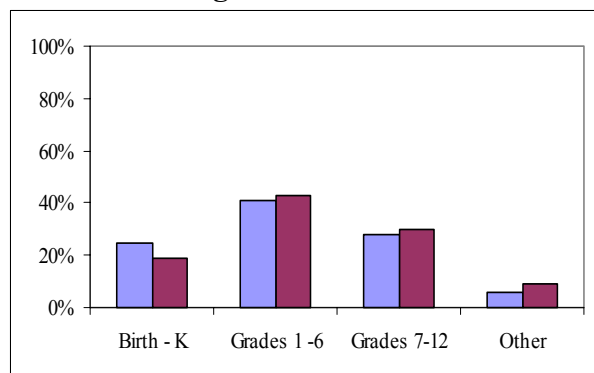
Seventy-three percent of migrant student received reading or language arts services during the summer or intersession term. Nationally, 60 percent of students received assistance in reading or language arts during the summer or intersession term. A quarter of migrant students (25 percent) received outreach, social work, and advocacy services, and 37 percent received health services in the summer or intersession term. Nationally, 22 percent of migrant students received health services.

Eligible and Participating Migrant Children

	Trend for Oregon			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	27,547	27,709	28,929	872,732
Summer/Intersession	7,117	8,595	8,388	390,747
Participants				
Regular Term	29,098	28,526	29,365	645,952
Summer/Intersession	7,250	8,790	8,468	405,964

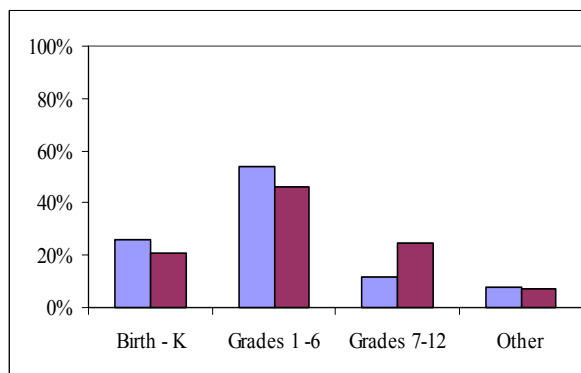
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Oregon (29,365) ■ National (645,952)

Summer/Intersession



■ Oregon (8,468) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Oregon (28,929)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	95%	89%
White (not of Hispanic origin)	4%	6%
Other	0%	0%

OREGON 2001-02

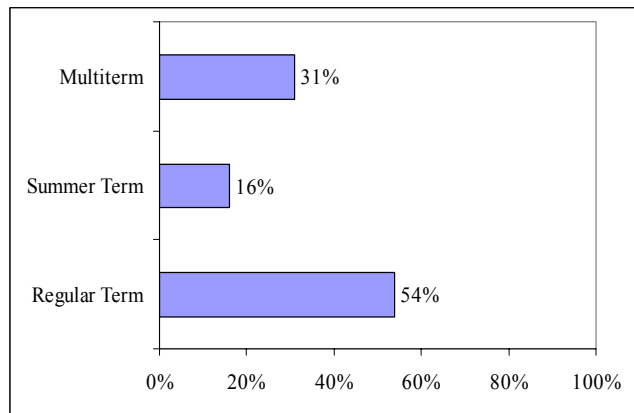
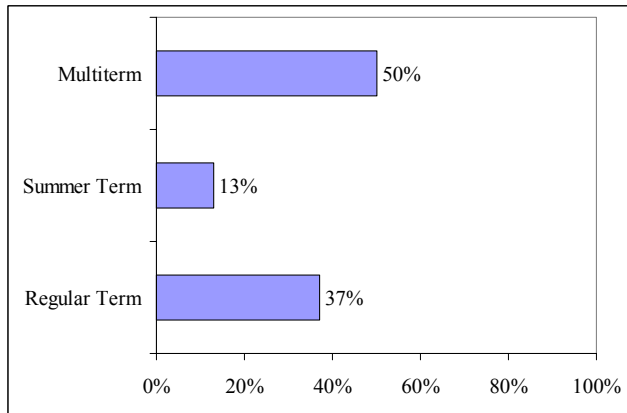
Migrant Students Participating in MEP Services by School Term Type

	Oregon		National	
	Regular Term (29,365)	Summer/Intersession (8,468)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	33%	74%	30%	60%
English for LEP Children (ESL)	25%	41%	14%	17%
Mathematics	28%	68%	19%	47%
Science	4%	44%	7%	13%
Social Studies	17%	24%	7%	13%
Vocational/Career	17%	5%	4%	6%
Other	127%	300%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	13%	8%	21%	22%
Social Work, Outreach, or Advocacy	21%	25%	55%	49%
Health, Dental, and Eye Care	8%	37%	14%	22%
Transportation	14%	73%	7%	21%
Other	77%	138%	23%	24%

Oregon (1,588)

MEP-Funded Project Sites

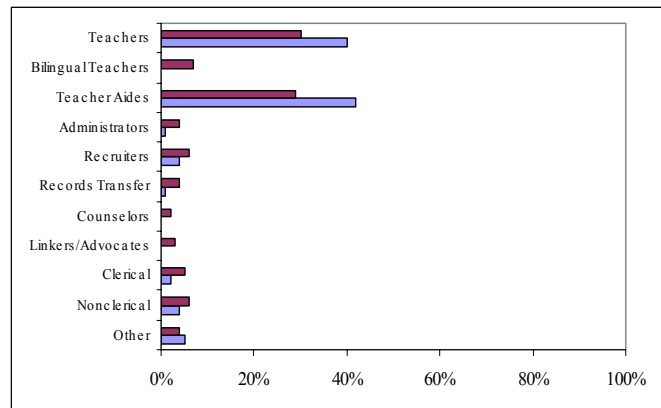
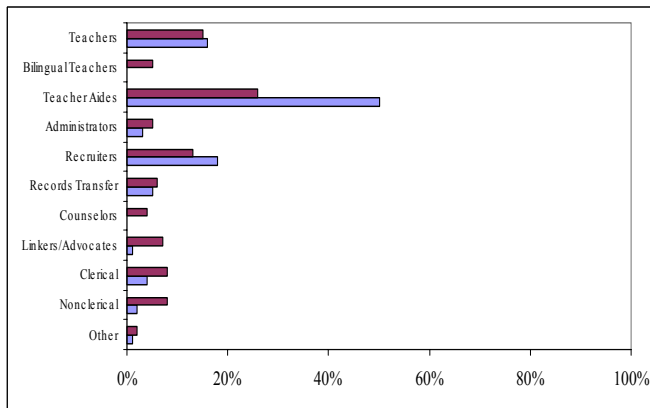
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term

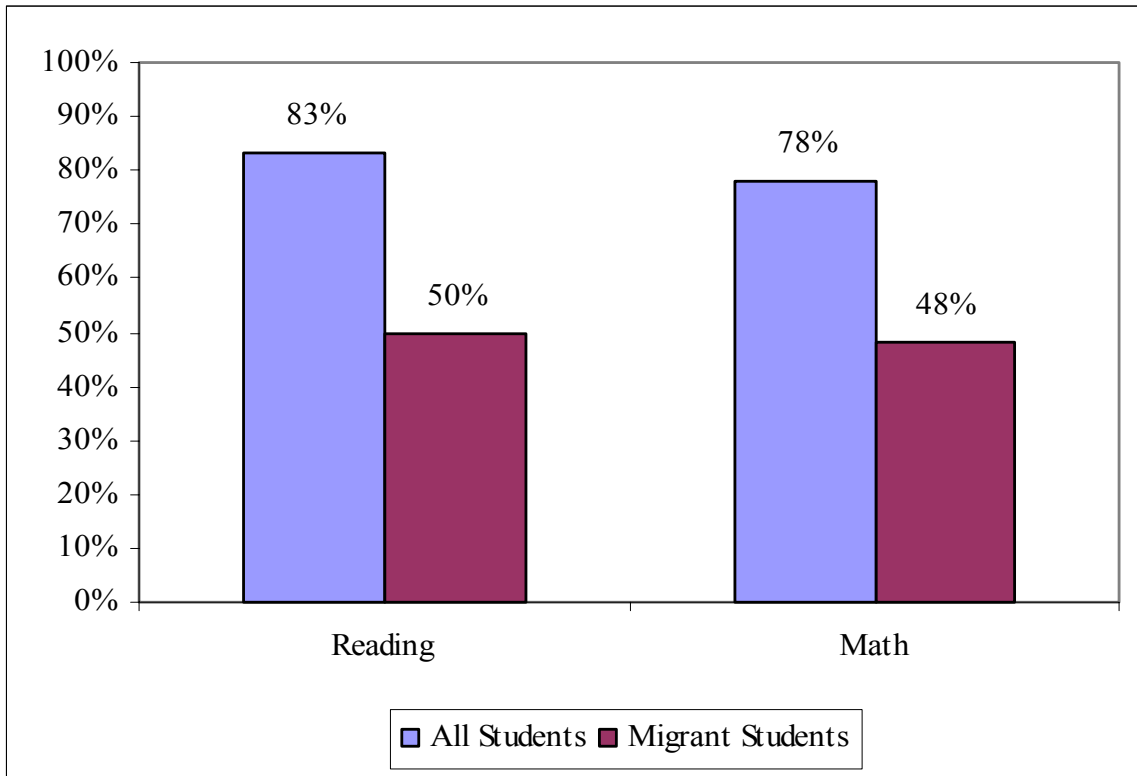


■ National (9,422) ■ Oregon (231)

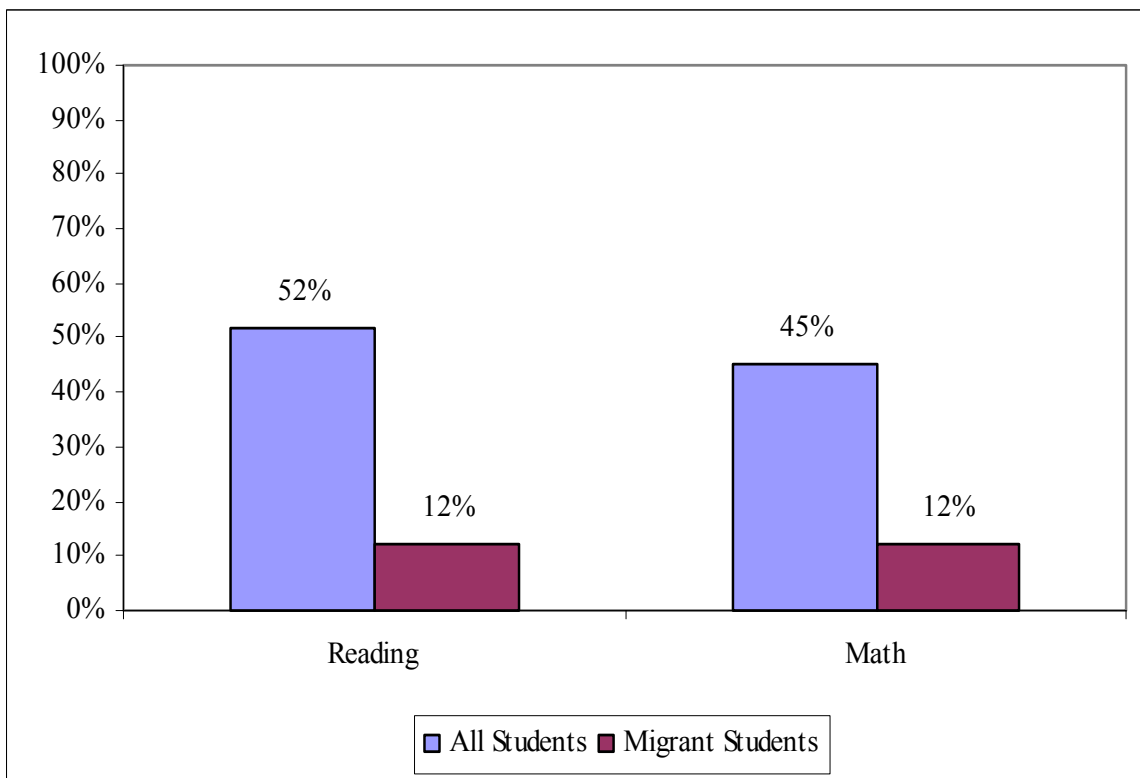
■ National (14,384) ■ Oregon (485)

OREGON 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Oregon, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Oregon, 2002-03



PENNSYLVANIA 2001-02

State Summary

Pennsylvania had approximately 2 percent of the eligible migrant children for at least part of the year. The migrant student population in Pennsylvania is primarily Hispanic (84 percent), but its Asian and Pacific Islander population (10 percent) is higher than the national average (2 percent).

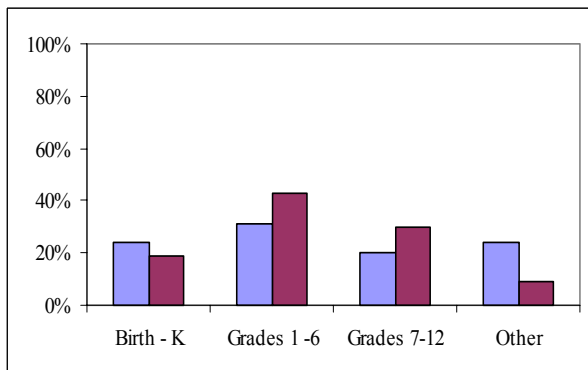
During the summer or intersession term, 51 percent of migrant students received Limited English Proficiency services, and 53 percent received mathematics services. Nationally, 17 percent of migrant students received ESL services and 47 percent received mathematics services. Ninety-eight percent of migrant students received social work type services during the summer or intersession-term in Pennsylvania. Nationally, 49 percent of migrant students received social work services during the summer or intersession term.

Eligible and Participating Migrant Children

	Trend for Pennsylvania			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	14,028	15,381	16,228	872,732
Summer/Intersession	9,421	10,817	11,453	390,747
Participants				
Regular Term	13,980	15,541	16,598	645,952
Summer/Intersession	9,649	11,164	11,889	405,964

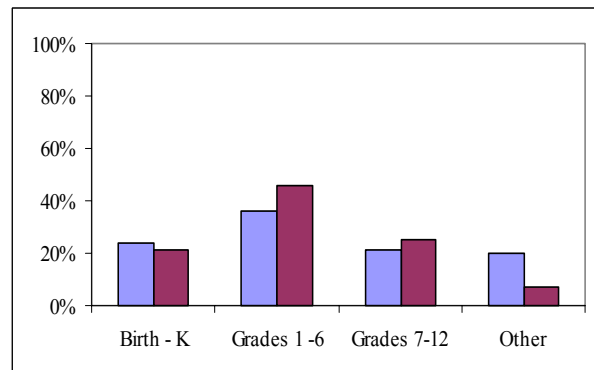
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Pennsylvania (16,598) ■ National (645,952)

Summer/Intersession



■ Pennsylvania (11,889) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Pennsylvania (16,815)	National (767,472)
Males	58%	53%
Females	42%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	10%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	84%	89%
White (not of Hispanic origin)	5%	6%
Other	0%	0%

PENNSYLVANIA 2001-02

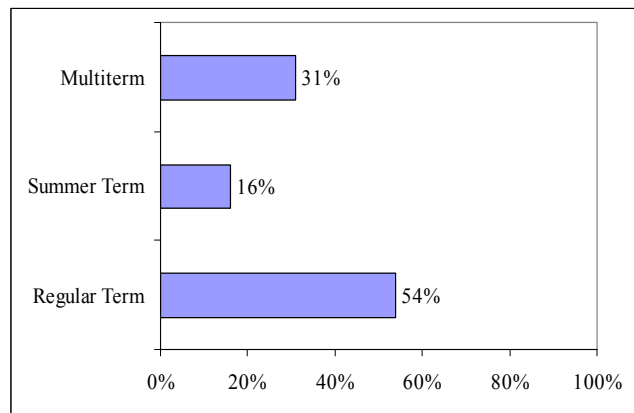
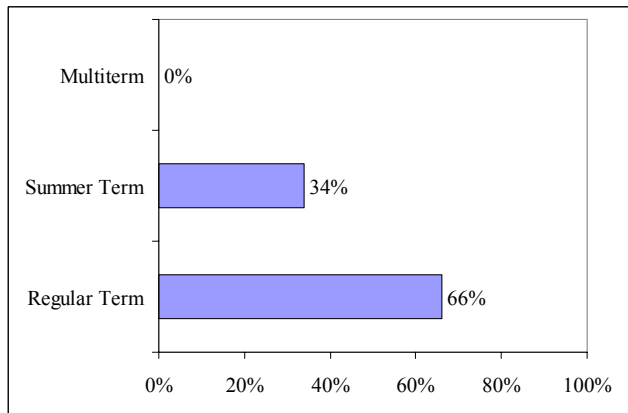
Migrant Students Participating in MEP Services by School Term Type

	Pennsylvania		National	
	Regular Term (16,598)	Summer/Intersession (11,889)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	35%	58%	30%	60%
English for LEP Children (ESL)	33%	51%	14%	17%
Mathematics	17%	53%	19%	47%
Science	14%	34%	7%	13%
Social Studies	6%	17%	7%	13%
Vocational/Career	13%	42%	4%	6%
Other	59%	68%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	97%	98%	21%	22%
Social Work, Outreach, or Advocacy	97%	98%	55%	49%
Health, Dental, and Eye Care	3%	16%	14%	22%
Transportation	14%	35%	7%	21%
Other	3%	2%	23%	24%

Pennsylvania (94)

MEP-Funded Project Sites

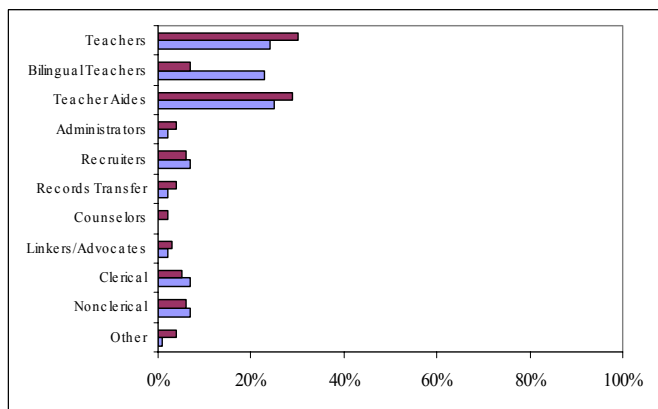
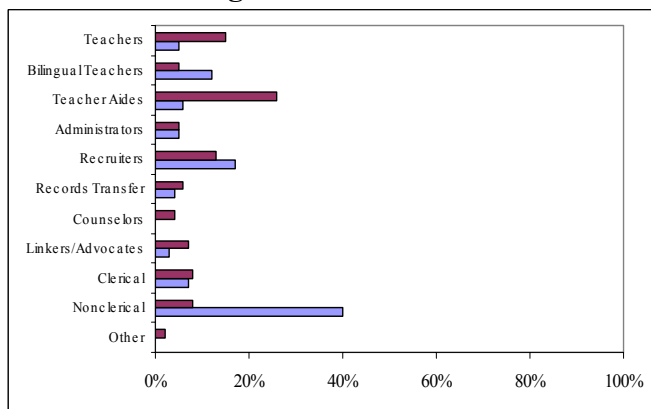
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

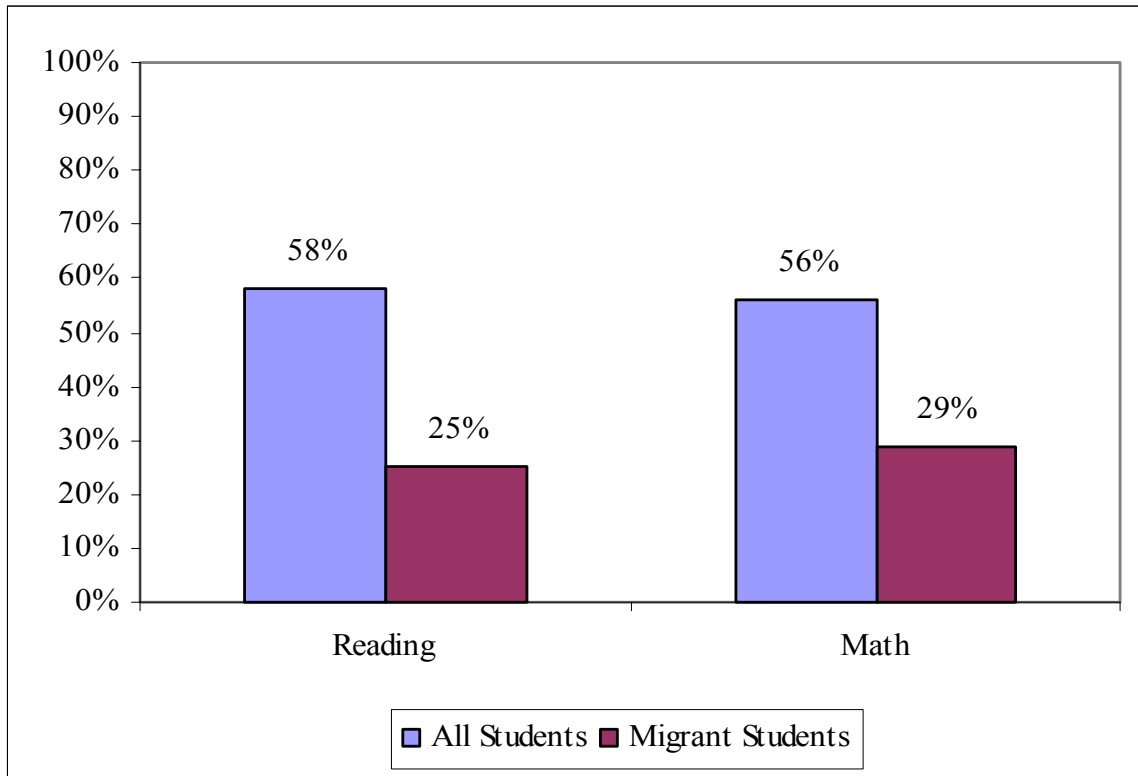
■ Pennsylvania Staff (150)

■ National Staff (14,384)

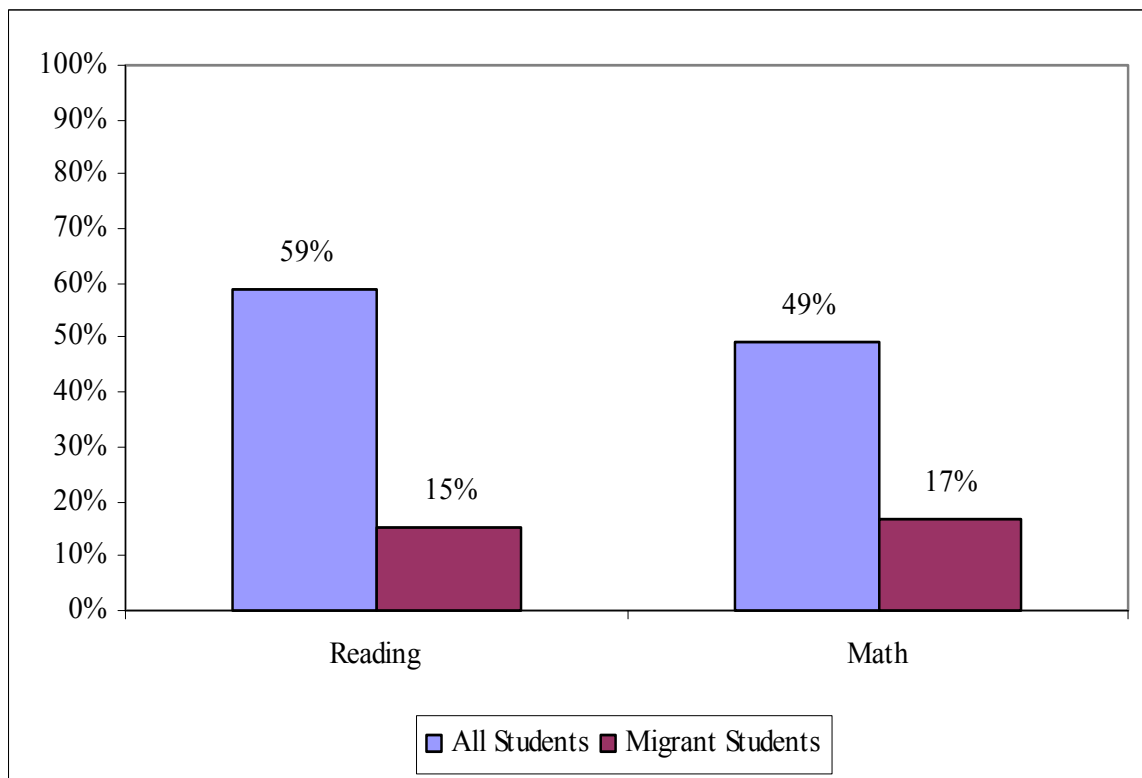
■ Pennsylvania Staff (285)

PENNSYLVANIA 2002-03

Percent of Fifth-Grade Students Scoring At or Above Proficient in Pennsylvania, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Pennsylvania, 2002-03



PUERTO RICO 2001-02

State Summary

Puerto Rico has almost 2 percent of the eligible migrant child population in the nation. Seventy-one percent of the summer or intersession term migrant students can be found in elementary school, compared with 46 percent nationally. All of Puerto Rico's migrant child population is of Hispanic origin.

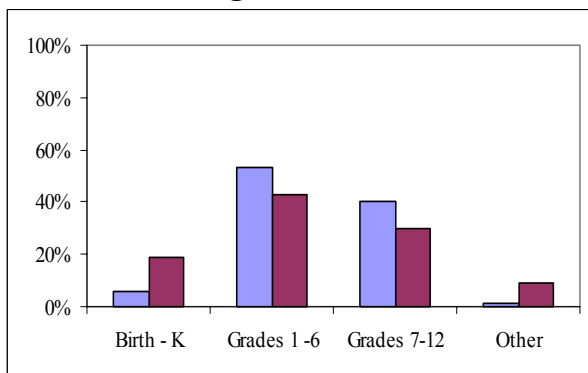
Seventy percent of regular-term migrant students and all (100 percent) of the summer or intermission students received instructional services in ESL in Puerto Rico, compared with 14 percent and 17 percent, respectively, for the nation. All (100 percent) of migrant students received transportation help, compared with 21 percent nationally during the summer or intersession term.

Eligible and Participating Migrant Children

	Trend for Puerto Rico			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	14,134	14,168	14,258	872,732
Summer/Intersession	197	446	1,791	390,747
Participants				
Regular Term	14,134	14,169	14,258	645,952
Summer/Intersession	704	446	1,791	405,964

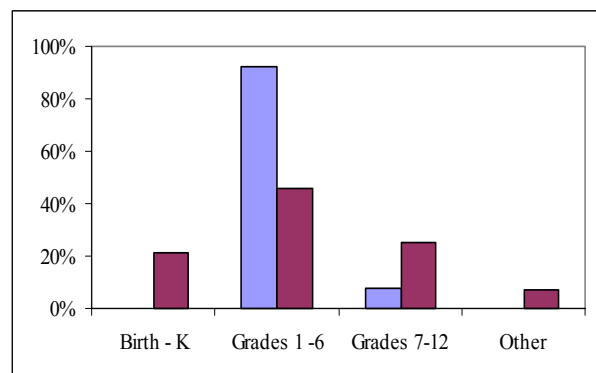
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Puerto Rico (14,258) ■ National (645,952)

Summer/Intersession



■ Puerto Rico (1,791) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

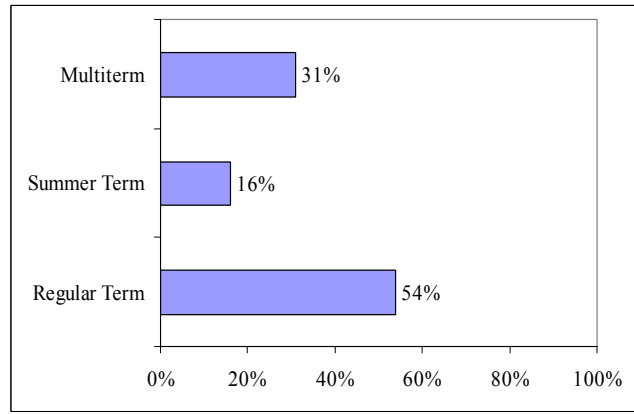
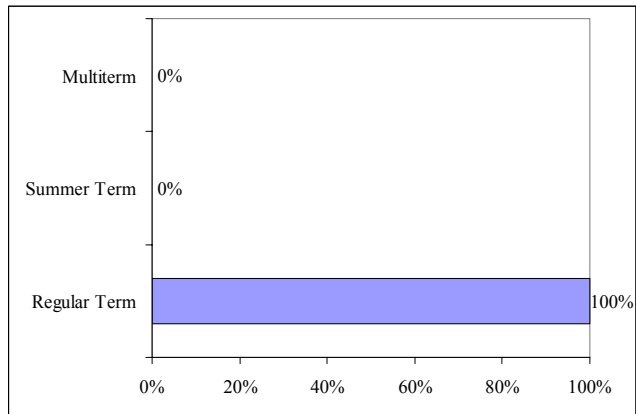
	Puerto Rico (14,258)	National (767,472)
Males	51%	53%
Females	49%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	100%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

PUERTO RICO 2001-02

Migrant Students Participating in MEP Services by School Term Type

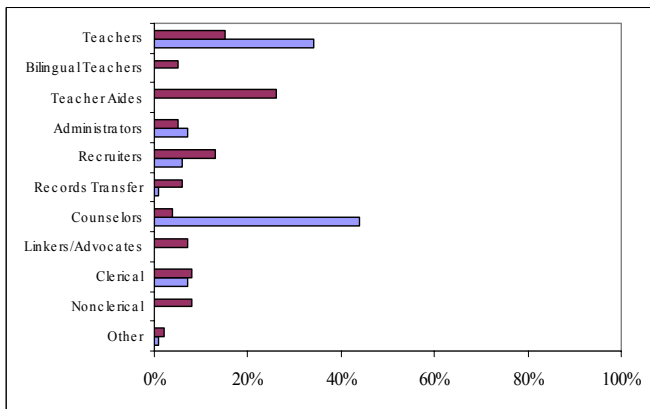
	Puerto Rico		National	
	Regular Term (14,258)	Summer/Intersession (1,791)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	64%	100%	30%	60%
English for LEP Children (ESL)	70%	100%	14%	17%
Mathematics	62%	100%	19%	47%
Science	61%	0%	7%	13%
Social Studies	60%	0%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	100%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	16%	0%	21%	22%
Social Work, Outreach, or Advocacy	100%	100%	55%	49%
Health, Dental, and Eye Care	10%	0%	14%	22%
Transportation	39%	100%	7%	21%
Other	100%	100%	23%	24%

MEP-Funded Project Sites

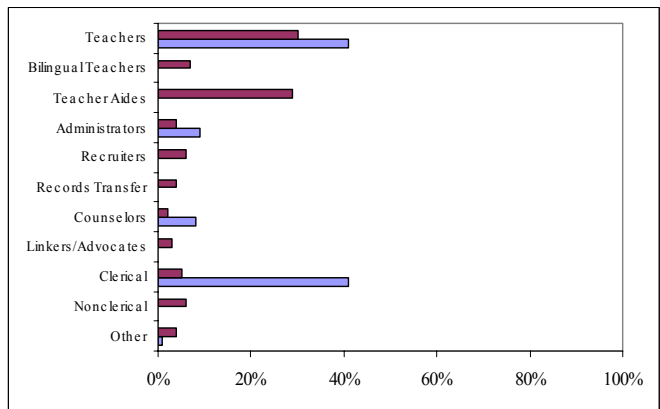


Percent of MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

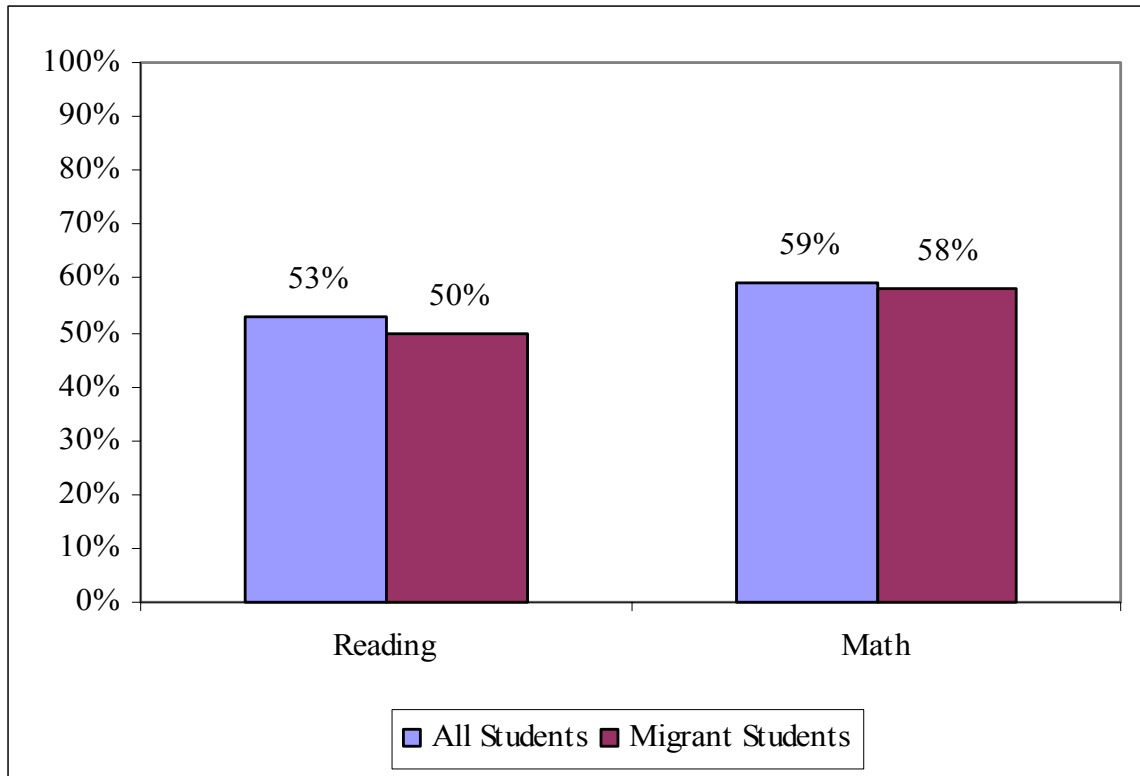
■ Puerto Rico Staff (147)

■ National Staff (14,384)

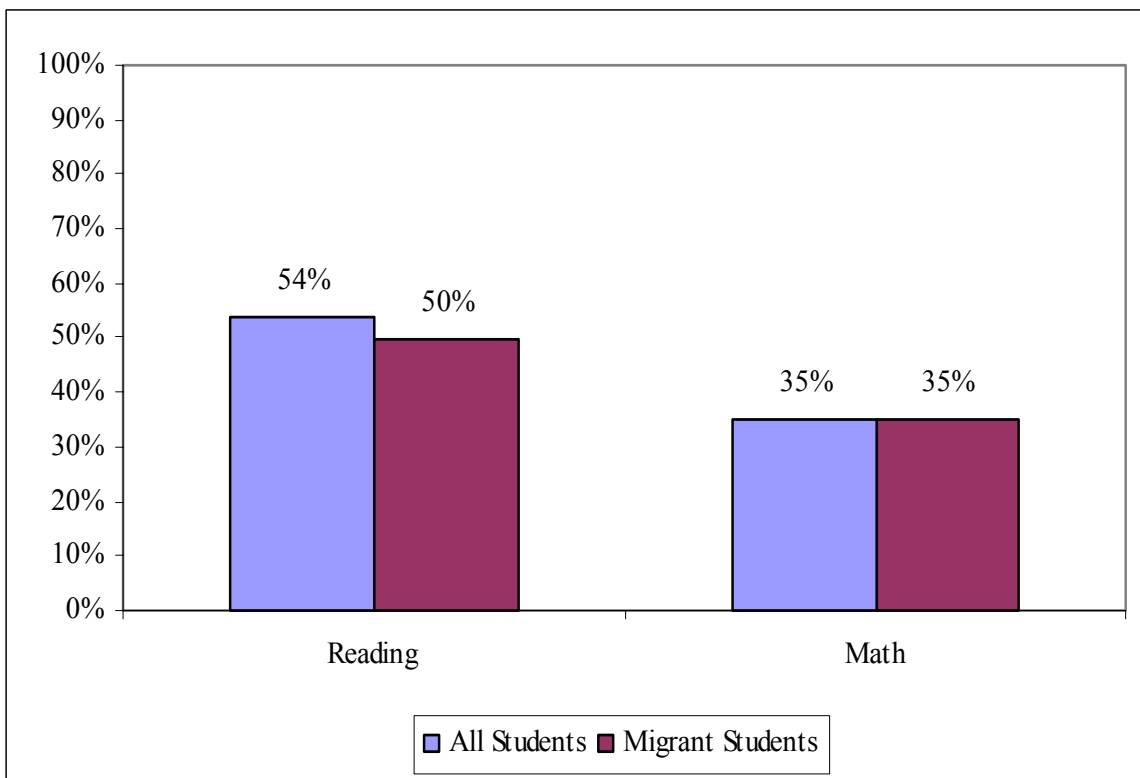
■ Puerto Rico Staff (128)

PUERTO RICO 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Puerto Rico, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Puerto Rico, 2002-03



RHODE ISLAND 2001-02

State Summary

Rhode Island has less than 1 percent of eligible and participating migrant children for at least part of the year. During the summer or intersession term, 82 percent of migrant students were in the elementary school grades, compared with 46 percent nationally.

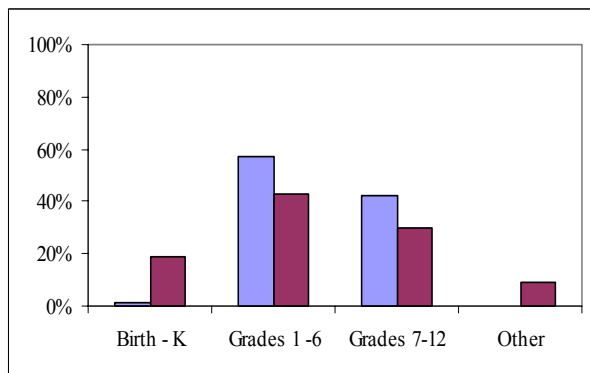
All of the instructional and support services for migrant students were provided during the summer or intersession term. All migrant students (100 percent) in Rhode Island received reading or language arts help, while 60 percent nationally received reading or language arts assistance. Twenty-five percent of staffing time was allocated to recruiters, while nationally, 6 percent of staffing time was used by recruiters. Teachers accounted for 38 percent of staffing time and teacher aides accounted for 25 percent.

Eligible and Participating Migrant Children

	Trend for Rhode Island			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	185	114	114	872,732
Summer/Intersession	62	33	56	390,747
Participants				
Regular Term	0	0	117	645,952
Summer/Intersession	62	33	56	405,964

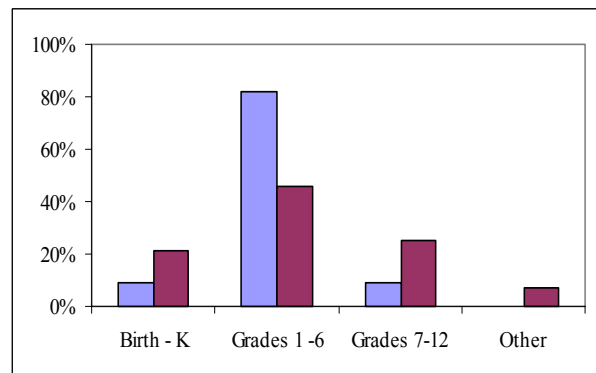
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Rhode Island (117) ■ National (645,952)

Summer/Intersession



■ Rhode Island (56) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Rhode Island (56)	National (767,472)
Males	48%	53%
Females	52%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	93%	89%
White (not of Hispanic origin)	7%	6%
Other	0%	0%

RHODE ISLAND 2001-02

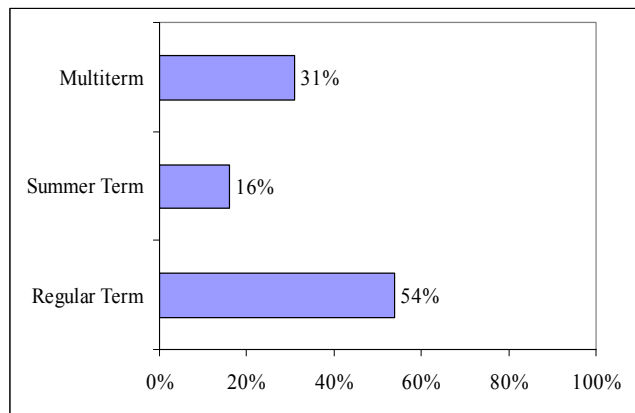
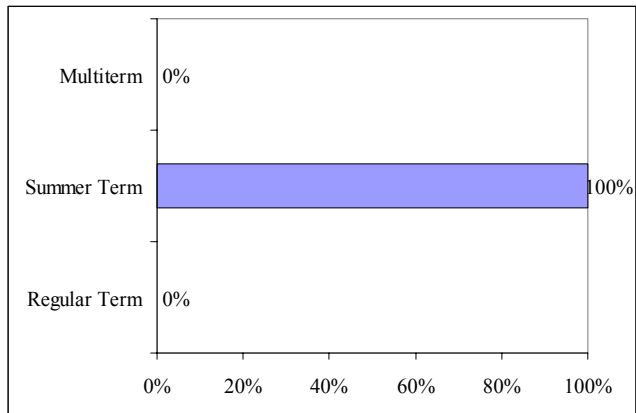
Migrant Students Participating in MEP Services by School Term Type

	Rhode Island		National	
	Regular Term (117)	Summer/Intersession (56)	Regular Term (645,952)	Summer/Intersession (405,964)
<u>Instructional Services</u>				
Reading/Language Arts	0%	100%	30%	60%
English for LEP Children (ESL)	0%	93%	14%	17%
Mathematics	0%	100%	19%	47%
Science	0%	100%	7%	13%
Social Studies	0%	100%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	0%	18%	32%
<u>Support Services</u>				
Supporting Guidance/Advocacy	0%	100%	21%	22%
Social Work, Outreach, or Advocacy	0%	100%	55%	49%
Health, Dental, and Eye Care	0%	0%	14%	22%
Transportation	0%	100%	7%	21%
Other	0%	0%	23%	24%

Rhode Island (3)

MEP-Funded Project Sites

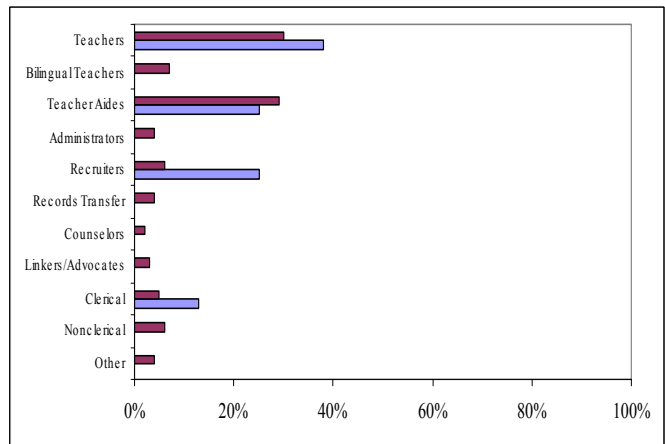
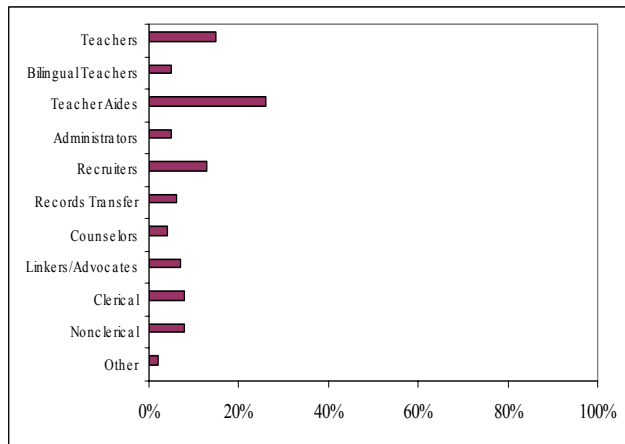
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)
 ■ Rhode Island Staff (0)

■ National Staff (14,384)
 ■ Rhode Island Staff (8)

RHODE ISLAND 2002-03

**Rhode Island did not provide reading or math data for migrant students for either elementary school or secondary school.*

**Rhode Island did not provide reading or math data for migrant students for either elementary school or secondary school.*

SOUTH CAROLINA 2001-02

State Summary

South Carolina has less than 1 percent of eligible migrant children for at least part of the year. Thirty-six percent of the migrant children served during the summer or intersession term were of elementary school age. Nationally, 46 percent of migrant students were in that age group. Twenty-eight percent of South Carolina's migrant students were in ungraded or out-of-school programs, which is much greater than for the nation as a whole (7 percent). The majority of the migrant children participated in reading or language arts (56 percent) services and mathematics (50 percent) services during the summer or intersession term.

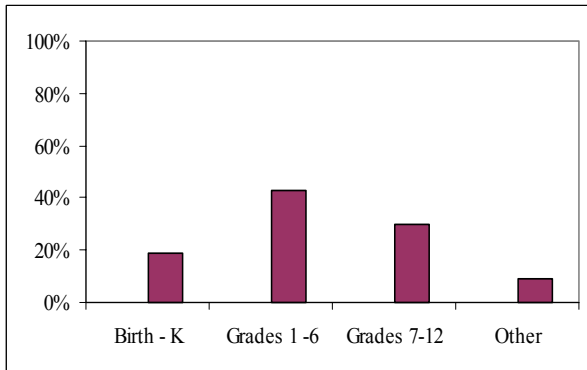
While South Carolina served 166 migrant students during the regular term, services were not provided through MEP.

Eligible and Participating Migrant Children

	Trend for South Carolina			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	1,785	1,764	1,962	872,732
Summer/Intersession	774	1,281	1,358	390,747
Participants				
Regular Term	335	1,027	0	645,952
Summer/Intersession	819	1,315	1,444	405,964

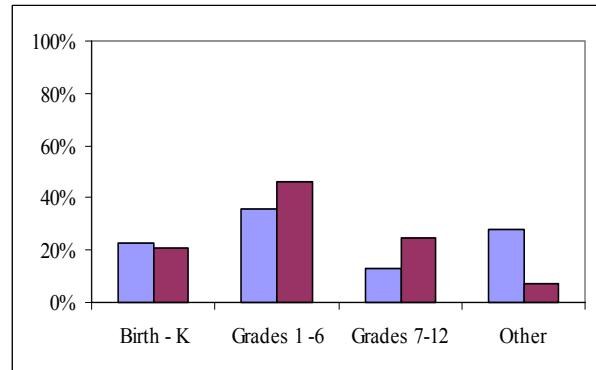
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ South Carolina (0) ■ National (645,952)

Summer/Intersession



■ South Carolina (1,444) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	South Carolina (1,151)	National (767,472)
Males	55%	53%
Females	45%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	0%	6%
Other	1%	0%

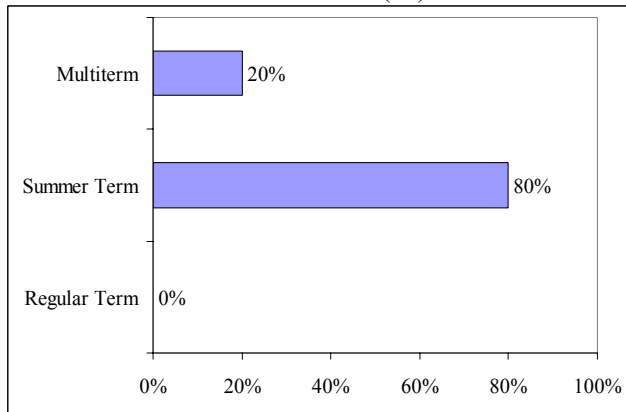
SOUTH CAROLINA 2001-02

Migrant Students Participating in MEP Services by School Term Type

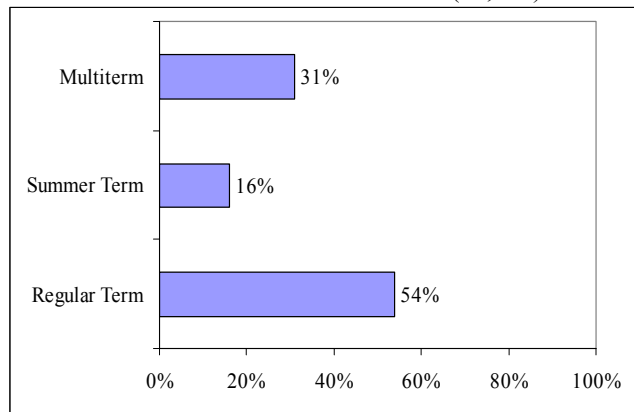
	South Carolina		National	
	Regular Term (166)	Summer/Intersession (1,444)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	56%	30%	60%
English for LEP Children (ESL)	0%	40%	14%	17%
Mathematics	0%	50%	19%	47%
Science	0%	23%	7%	13%
Social Studies	0%	28%	7%	13%
Vocational/Career	0%	23%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	39%	21%	22%
Social Work, Outreach, or Advocacy	0%	39%	55%	49%
Health, Dental, and Eye Care	0%	50%	14%	22%
Transportation	0%	40%	7%	21%
Other	0%	20%	23%	24%

MEP-Funded Project Sites

South Carolina (15)

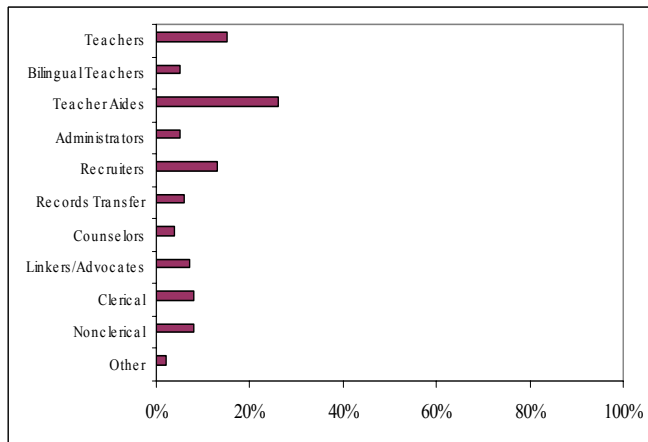


National (11,142)

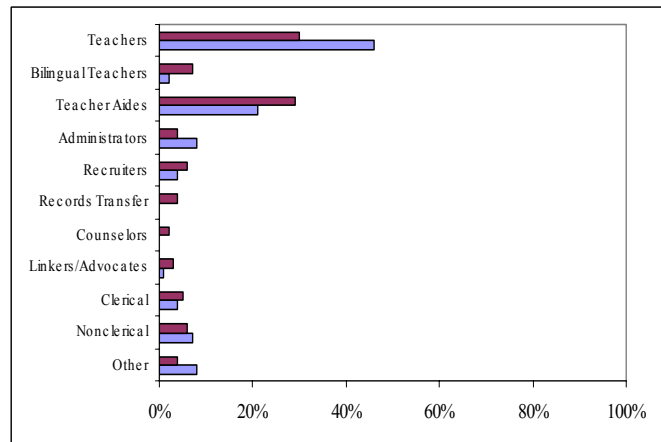


Percent of MEP-Funded FTE Staffs by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

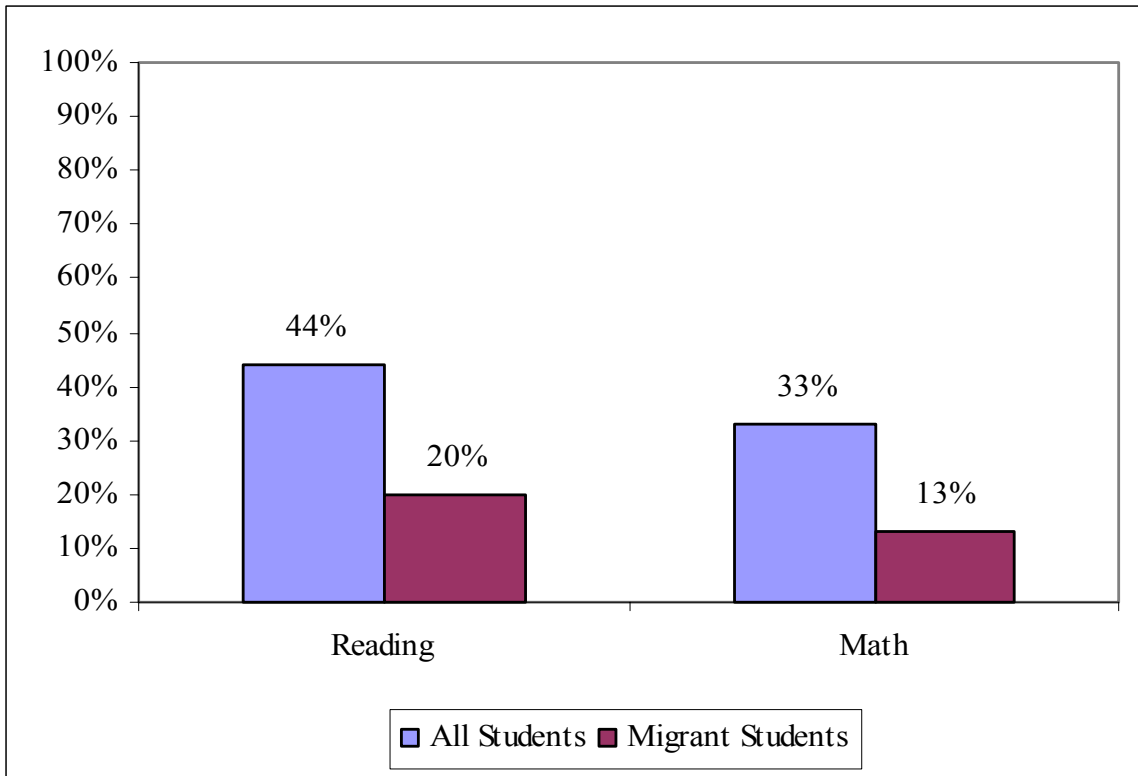
■ South Carolina Staff (0)

■ National Staff (14,384)

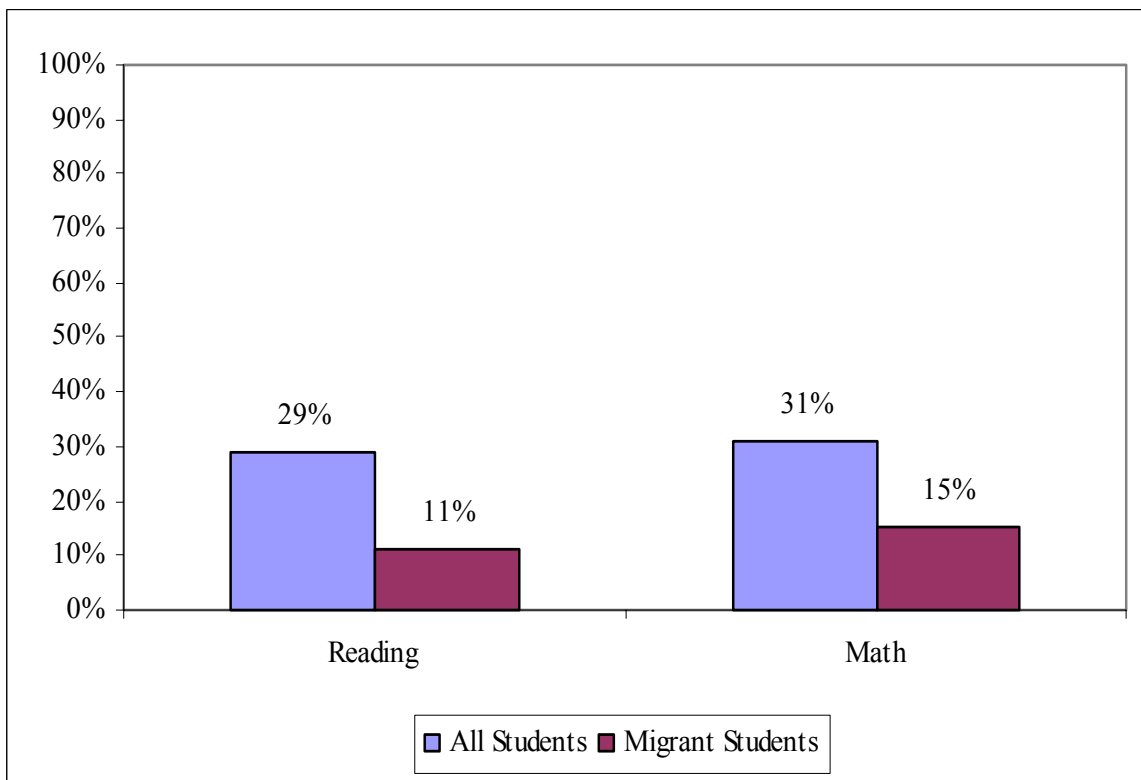
■ South Carolina Staff (82)

SOUTH CAROLINA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in South Carolina, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in South Carolina, 2002-03



SOUTH DAKOTA 2001-02

State Summary

South Dakota has less than 1 percent of eligible migrant children for at least part of the year. While the national average for ethnicity is overwhelmingly Hispanic at 89 percent, South Dakota has a variety of ethnic groups represented. South Dakota's Hispanic migrant student population is 33 percent. However, the white (46 percent) and American Indian or Alaska Native (11 percent) populations make up over half the total of migrant student population.

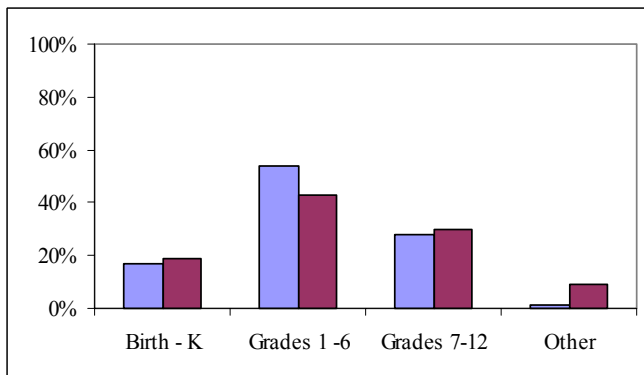
The majority of the migrant children participate in reading or language arts (75 percent) and mathematics (71 percent) services during the regular term. Nationally, 30 percent of migrant students received reading or language arts services and 47 received in mathematic services during the regular term.

Eligible and Participating Migrant Children

	Trend for South Dakota			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	2,287	2,446	2,264	872,732
Summer/Intersession	168	180	228	390,747
Participants				
Regular Term	1034	843	956	645,952
Summer/Intersession	191	184	246	405,964

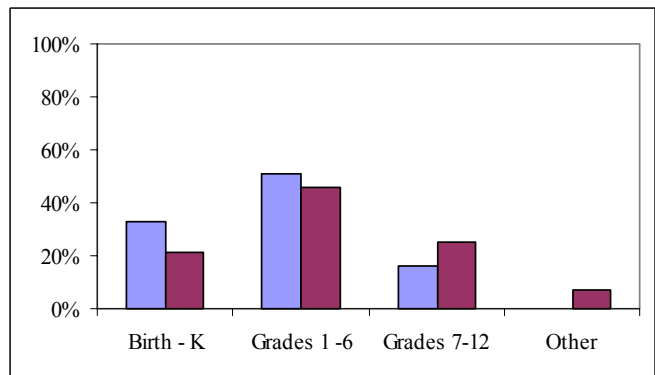
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ South Dakota (956) ■ National (645,952)

Summer/Intersession



■ South Dakota (246) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	South Dakota (1,266)	National (767,472)
Males	55%	53%
Females	45%	47%
Ethnicity		
American Indian/Alaskan Native	11%	1%
Asian/Pacific Islander	2%	2%
Black (not of Hispanic origin)	8%	2%
Hispanic	33%	89%
White (not of Hispanic origin)	46%	6%
Other	0%	0%

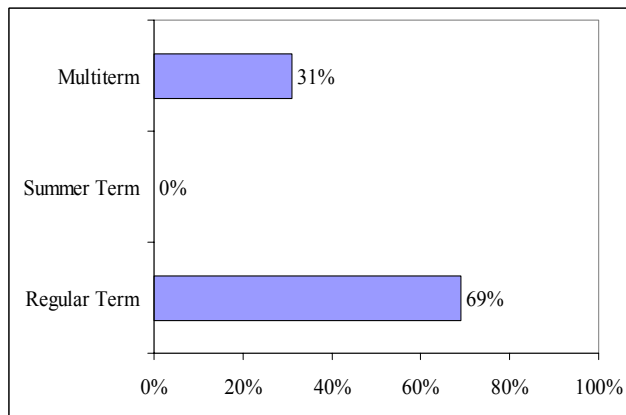
SOUTH DAKOTA 2001-02

Migrant Students Participating in MEP Services by School Term Type

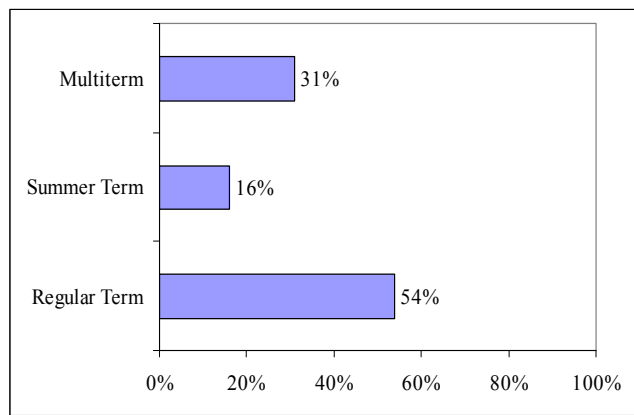
	South Dakota		National	
	Regular Term (956)	Summer/Intersession (246)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	75%	69%	30%	60%
English for LEP Children (ESL)	35%	57%	14%	17%
Mathematics	71%	22%	19%	47%
Science	22%	1%	7%	13%
Social Studies	22%	1%	7%	13%
Vocational/Career	0%	2%	4%	6%
Other	14%	11%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	8%	4%	21%	22%
Social Work, Outreach, or Advocacy	23%	4%	55%	49%
Health, Dental, and Eye Care	11%	4%	14%	22%
Transportation	4%	51%	7%	21%
Other	1%	0%	23%	24%

MEP-Funded Project Sites

South Dakota (29)

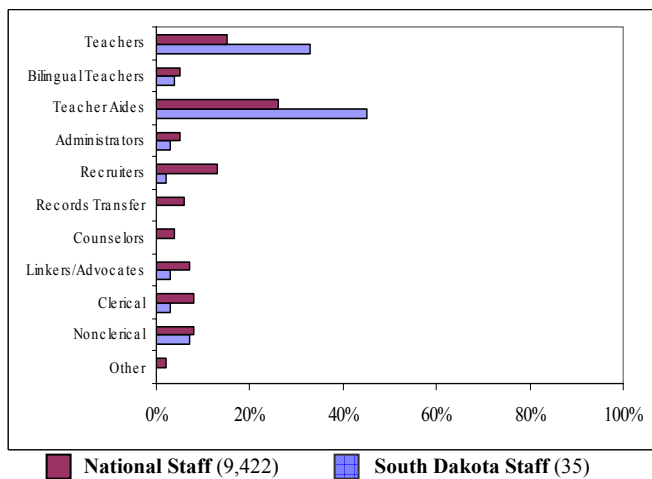


National (11,142)

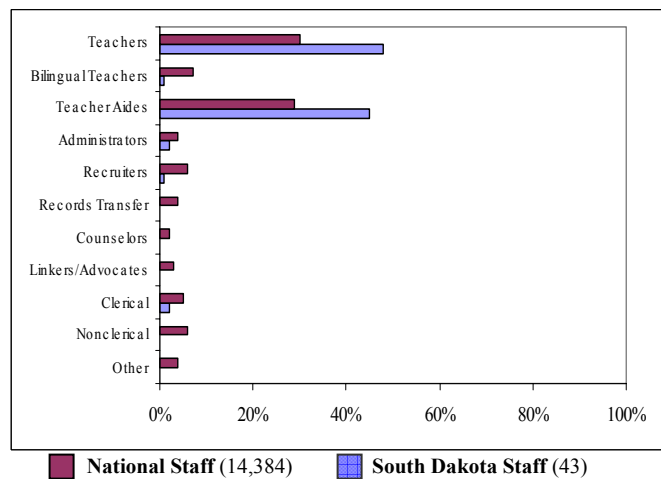


MEP-Funded FTE Staff by Term

Regular Term

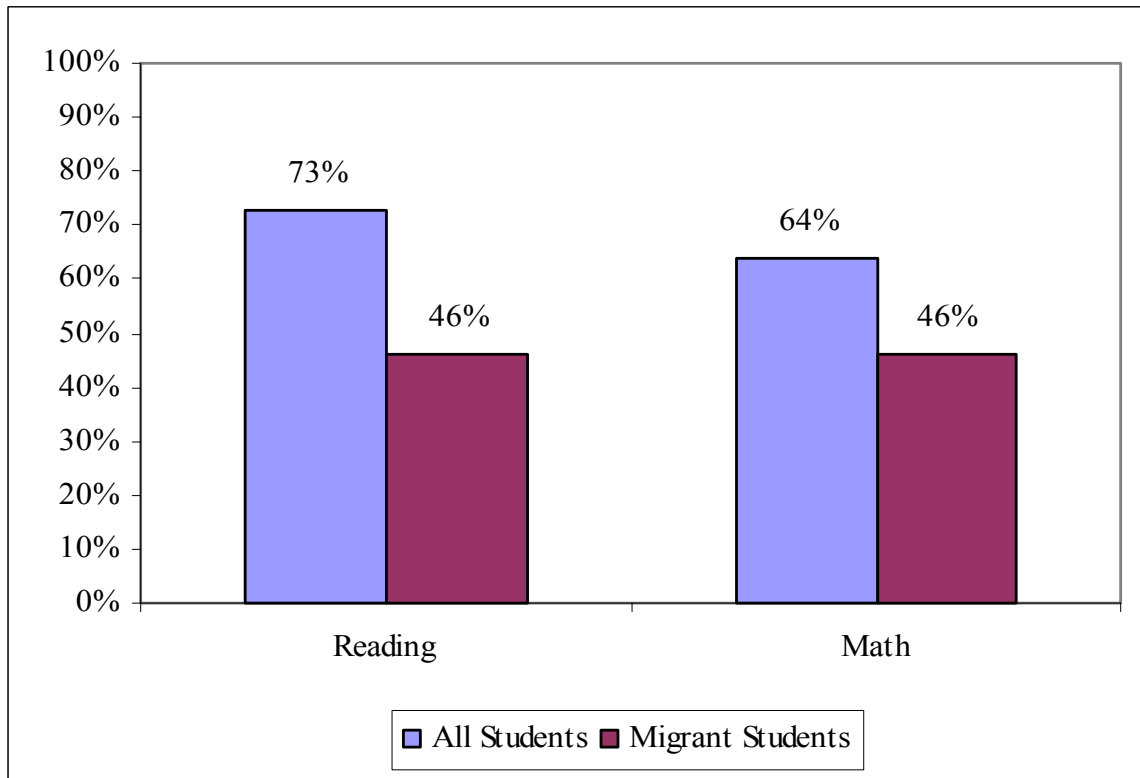


Summer/Intersession Term

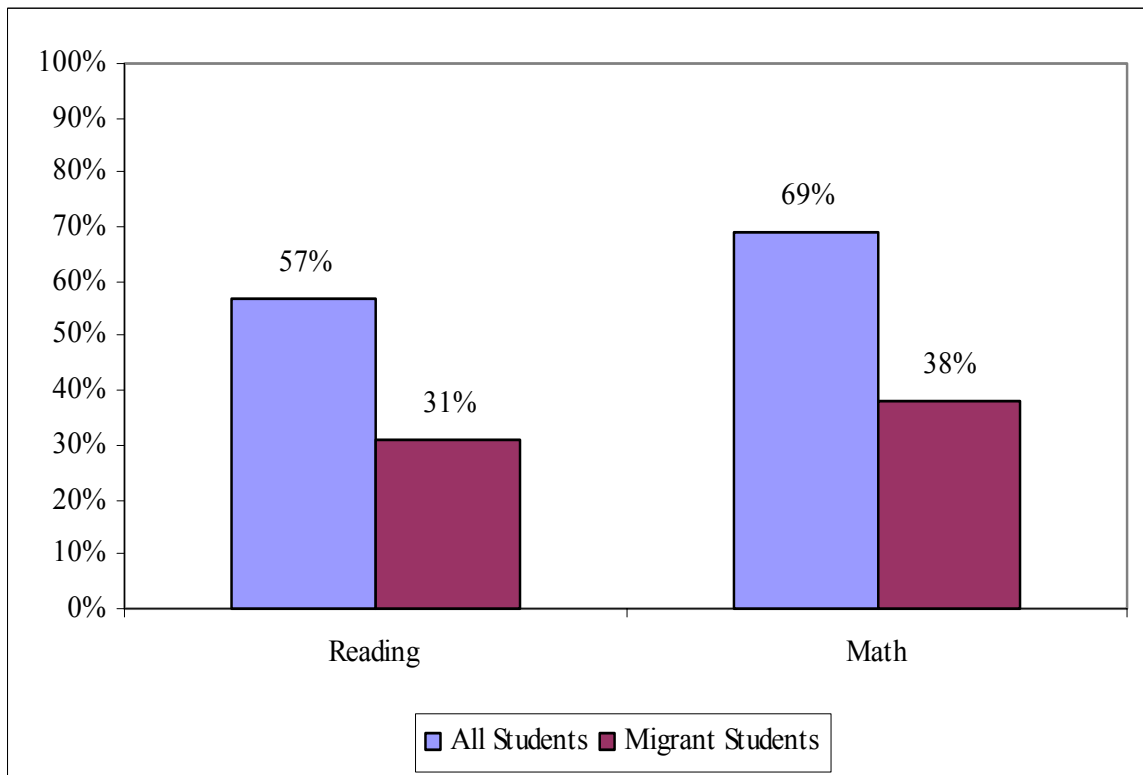


SOUTH DAKOTA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in South Dakota, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in South Dakota, 2002-03



TENNESSEE 2001-02

State Summary

Tennessee has less than 1 percent of all eligible and participating migrant children for at least part of the year. Forty-five percent of regular term migrant students and 40 percent of summer or intersession students are in ungraded or out-of-school (other) programs. For comparison, 9 percent during the regular term and 7 percent during the summer or intersession term nationally are in "other" educational programs. Tennessee's migrant student population is 100 percent Hispanic.

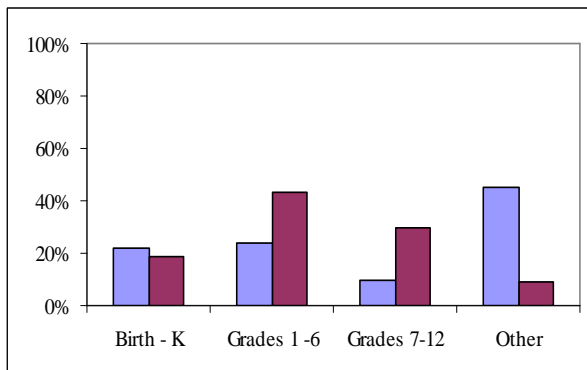
Three percent of migrant students in Tennessee received reading or language arts services, while nationally 30 percent of migrant students received reading or language arts services during the regular term.

Eligible and Participating Migrant Children

	Trend for Tennessee			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	1,514	2,160	3,942	872,732
Summer/Intersession	414	386	1,088	390,747
Participants				
Regular Term	677	478	4,316	645,952
Summer/Intersession	415	386	1,141	405,964

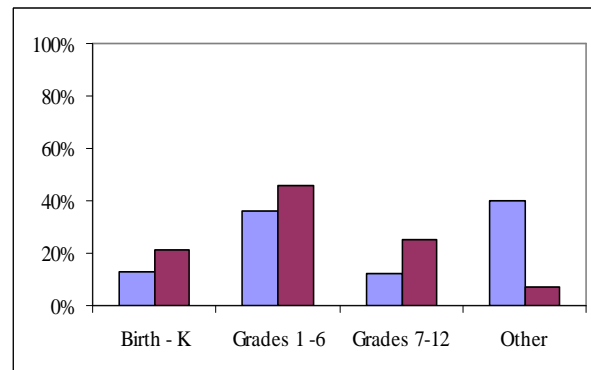
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Tennessee (4,316) ■ National (645,952)

Summer/Intersession



■ Tennessee (1,141) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Tennessee (481)	National (767,472)
Males	69%	53%
Females	31%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	100%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

TENNESSEE 2001-02

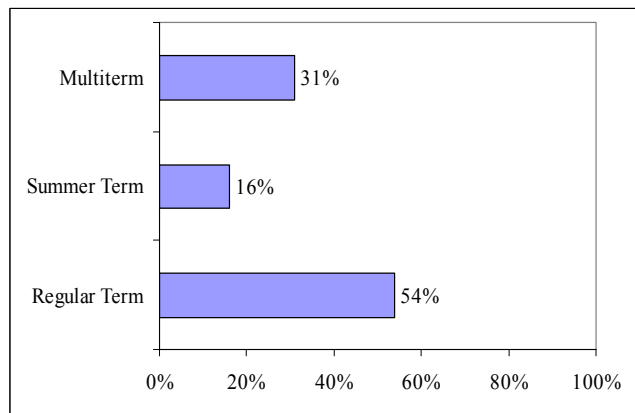
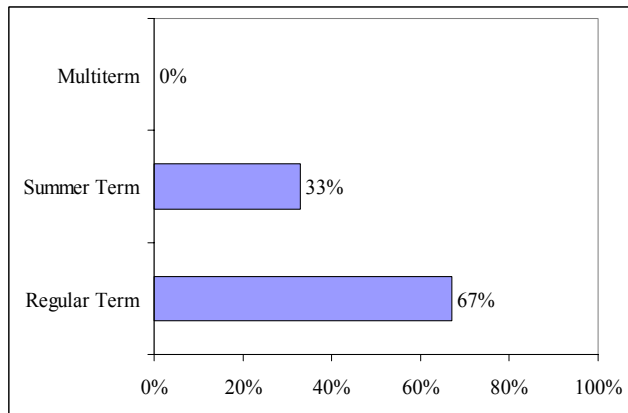
Migrant Students Participating in MEP Services by School Term Type

	Tennessee		National	
	Regular Term (4,316)	Summer/Intersession (1,141)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	3%	29%	30%	60%
English for LEP Children (ESL)	1%	29%	14%	17%
Mathematics	3%	26%	19%	47%
Science	1%	0%	7%	13%
Social Studies	1%	26%	7%	13%
Vocational/Career	0%	24%	4%	6%
Other	1%	10%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	1%	57%	21%	22%
Social Work, Outreach, or Advocacy	0%	11%	55%	49%
Health, Dental, and Eye Care	0%	44%	14%	22%
Transportation	0%	27%	7%	21%
Other	0%	32%	23%	24%

Tennessee (30)

MEP-Funded Project Sites

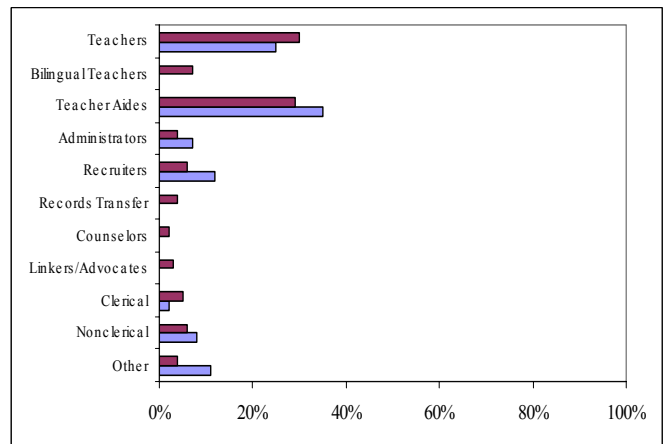
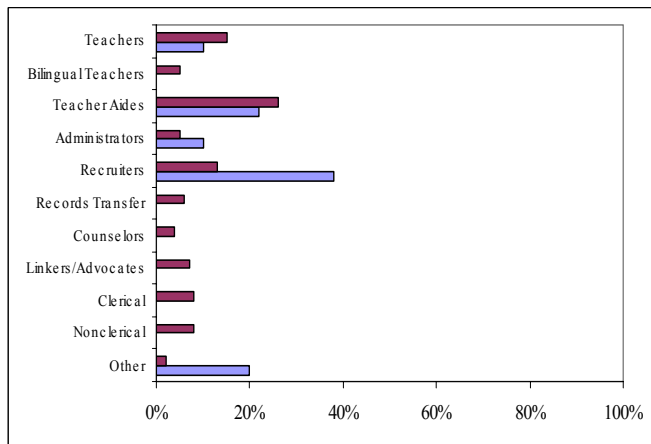
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

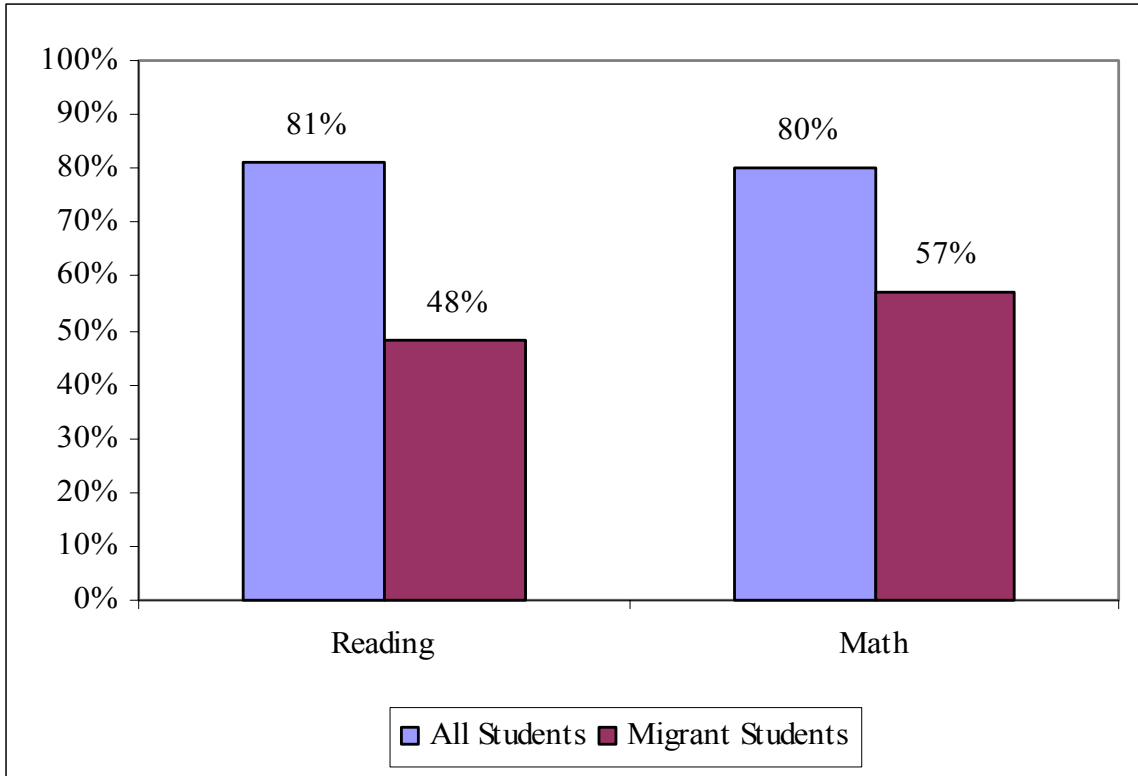
■ Tennessee Staff (10)

■ National Staff (14,384)

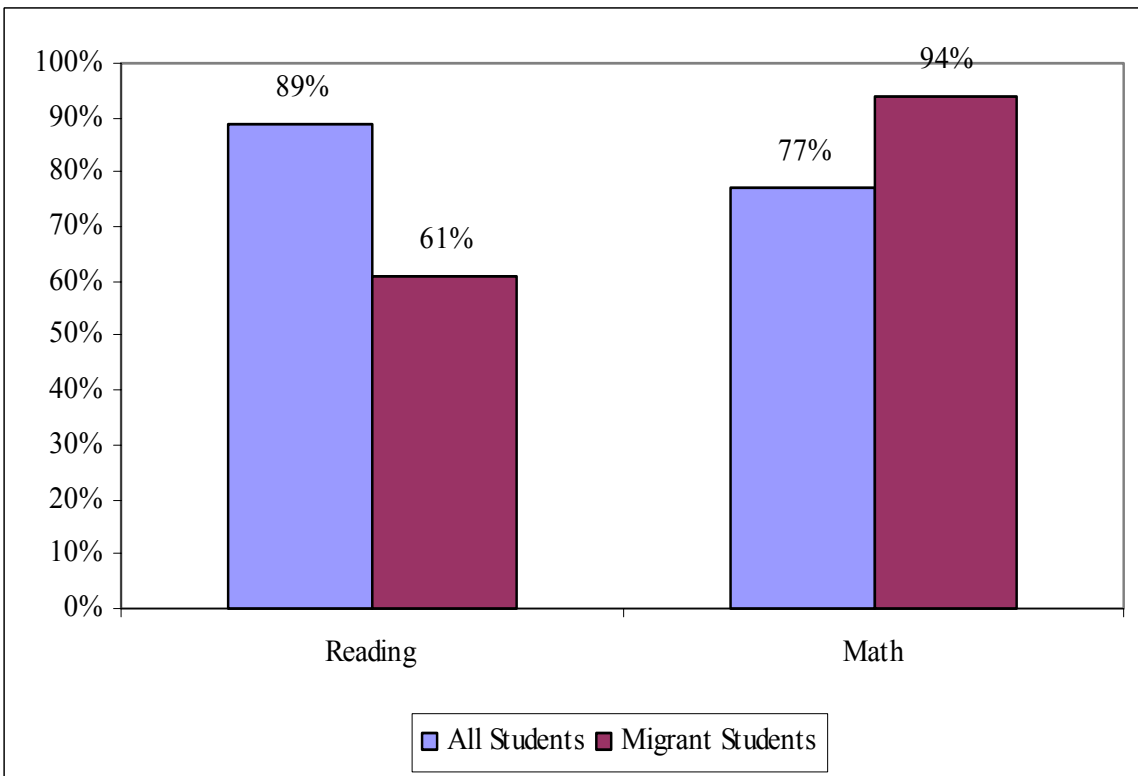
■ Tennessee Staff (65)

TENNESSEE 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Tennessee, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Tennessee, 2002-03



TEXAS 2001-02

State Summary

Texas has about 14 percent of all eligible and migrant children for at least part of the year and 20 percent of participating migrant children. In Texas, migrant children are overwhelmingly of Hispanic origin—making up over 97 percent of the migrant child population. The national average is 89 percent.

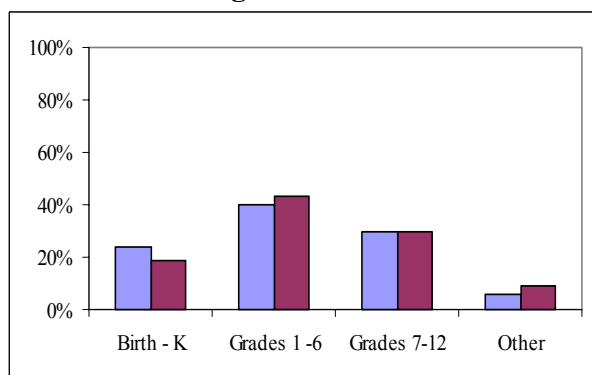
Seven percent of migrant children received reading or language arts services, while 30 percent of the nation's migrant student population received help in that area during the regular term. Eighty-nine percent of migrant students in Texas received social work services, while nationally 55 percent of migrant students received social work type services during the regular term. Texas used more clerical support staff than the nation as a whole during the regular term (16 percent versus 8 percent).

Eligible and Participating Migrant Children

	Trend for Texas			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	125,988	132,234	138,176	872,732
Summer/Intersession	54,592	56,396	60,528	390,747
Participants				
Regular Term	131,457	138,869	144,704	645,952
Summer/Intersession	57,062	59,041	63,553	405,964

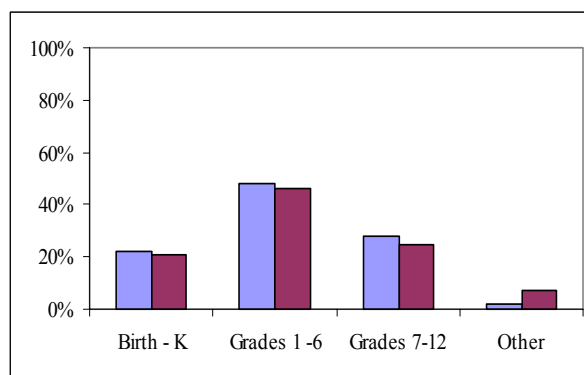
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Texas (144,704) ■ National (645,952)

Summer/Intersession



■ Texas (63,553) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

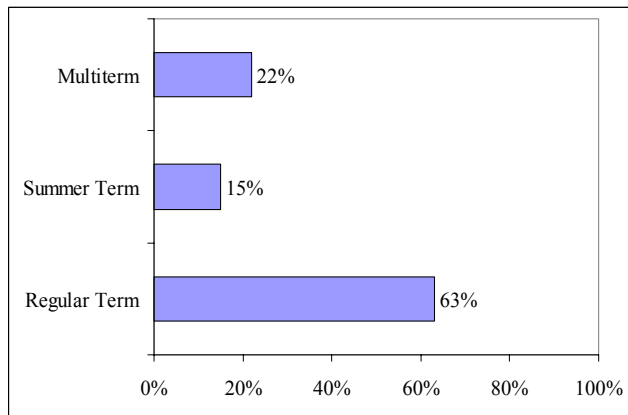
	Texas (156,100)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	97%	89%
White (not of Hispanic origin)	3%	6%
Other	0%	0%

TEXAS 2001-02

Migrant Students Participating in MEP Services by School Term Type

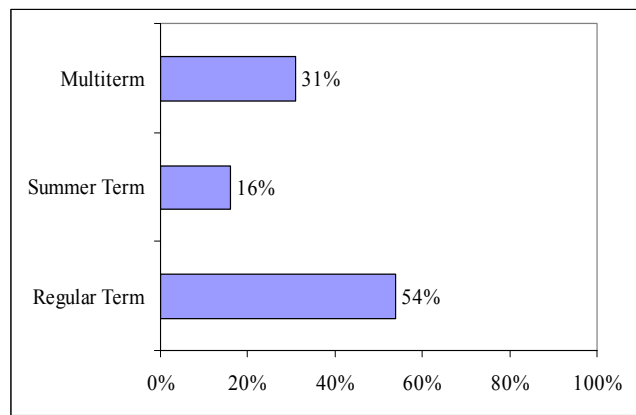
	Texas		National	
	Regular Term (144,704)	Summer/Intersession (63,553)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	7%	31%	30%	60%
English for LEP Children (ESL)	5%	2%	14%	17%
Mathematics	6%	25%	19%	47%
Science	3%	25%	7%	13%
Social Studies	3%	18%	7%	13%
Vocational/Career	1%	0%	4%	6%
Other	3%	26%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	19%	8%	21%	22%
Social Work, Outreach, or Advocacy	89%	78%	55%	49%
Health, Dental, and Eye Care	7%	2%	14%	22%
Transportation	2%	7%	7%	21%
Other	17%	40%	23%	24%

Texas (2,626)



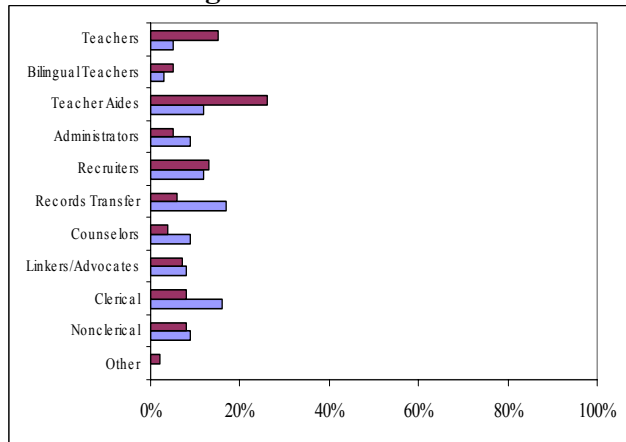
MEP-Funded Project Sites

National (11,142)



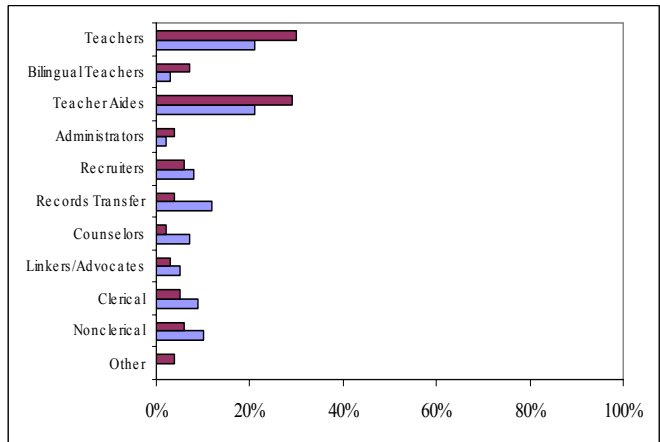
Percent of MEP-Funded FTE Staffs by Term

Regular Term



■ National Staff (9,422) ■ Texas Staff (2,518)

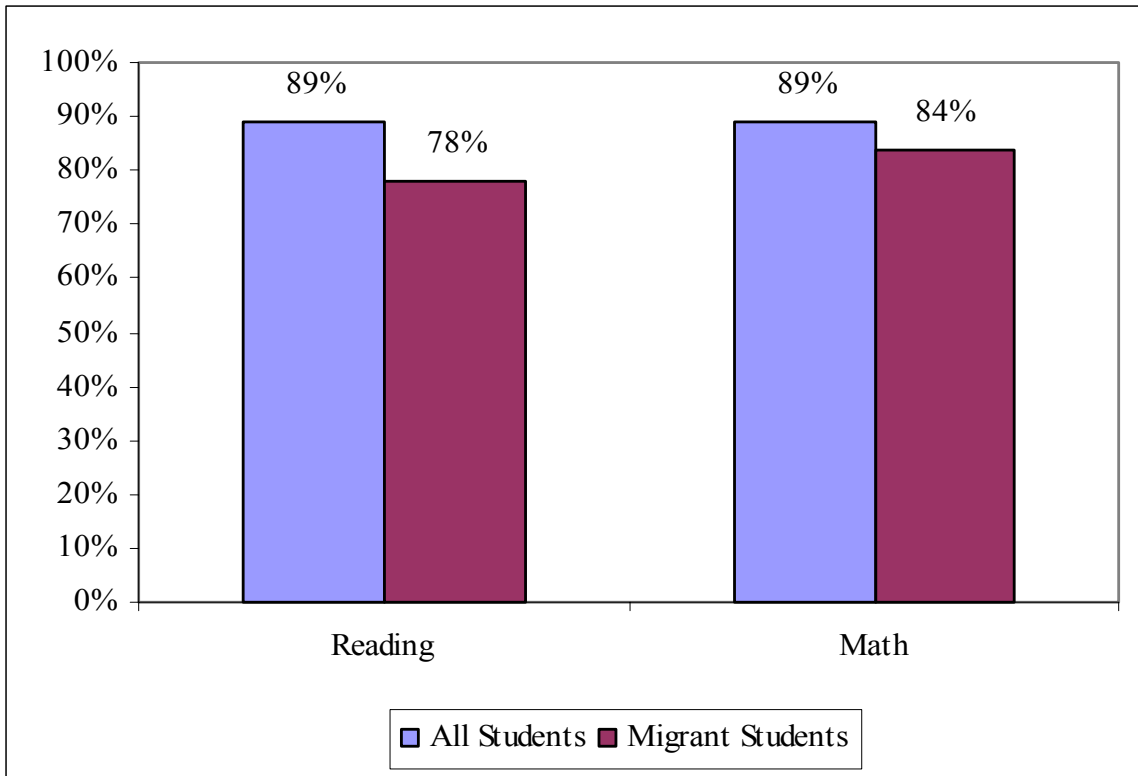
Summer/Intersession Term



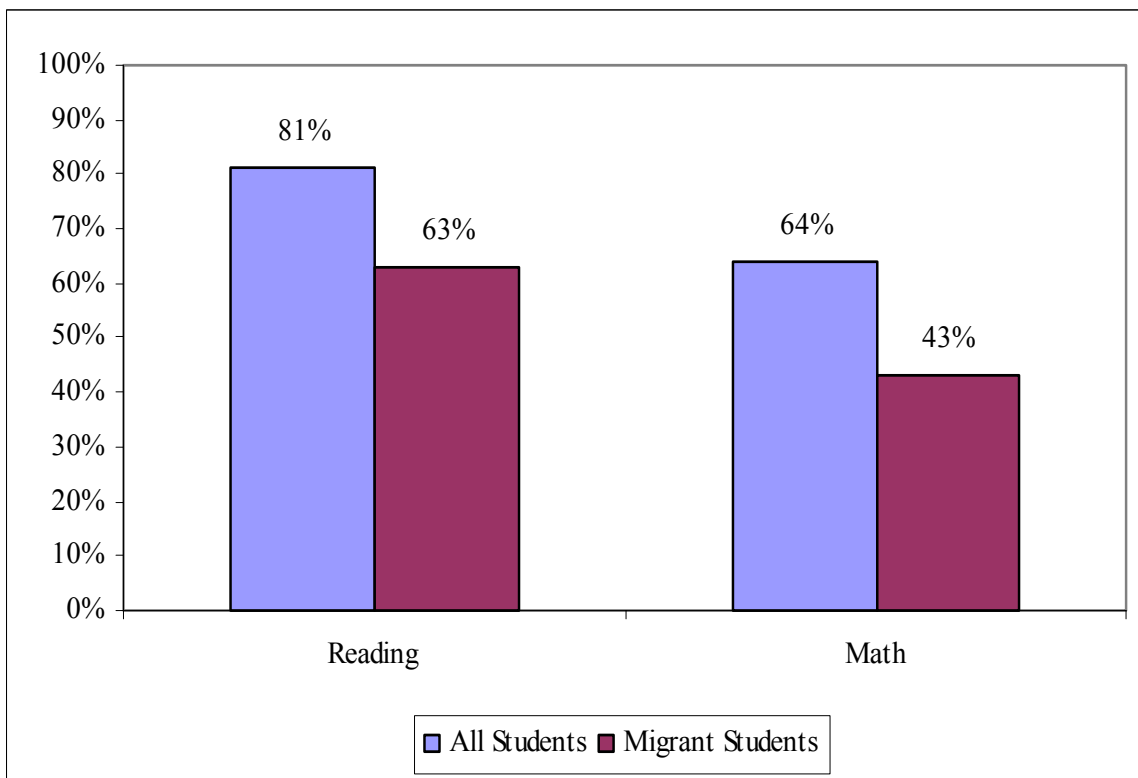
■ National Staff (14,384) ■ Texas Staff (2,933)

TEXAS 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Texas, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Texas, 2002-03



UTAH 2001-02

State Summary

Utah has less than 1 percent of eligible migrant children and no MEP participants during the regular term. In Utah, migrant children are overwhelmingly of Hispanic origin—making up 99 percent of the migrant child population. The national average is 89 percent.

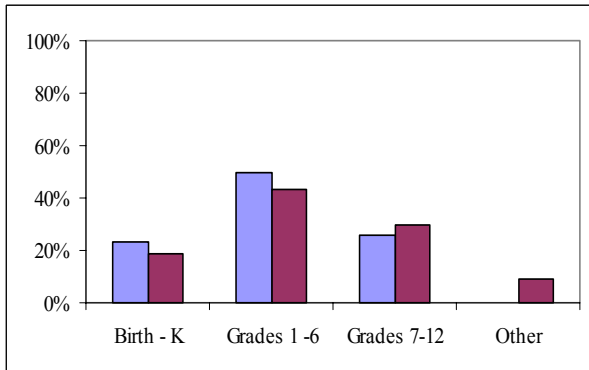
All (100 percent) of migrant children participate in reading or language arts and mathematics programs during the summer or intersession term. Eighty-six percent of summer or intersession migrant students in Utah received health-related services, compared with 22 percent across the nation. Bilingual teachers accounted for 22 percent of the FTE units in Utah, compared with 7 percent for the nation during the summer or intersession.

Eligible and Participating Migrant Children

	Trend for Utah			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	3,211	3,594	3,636	872,732
Summer/Intersession	2,755	2,999	3,485	390,747
Participants				
Regular Term	0	3,294	3,636	645,952
Summer/Intersession	2,769	3,010	3,485	405,964

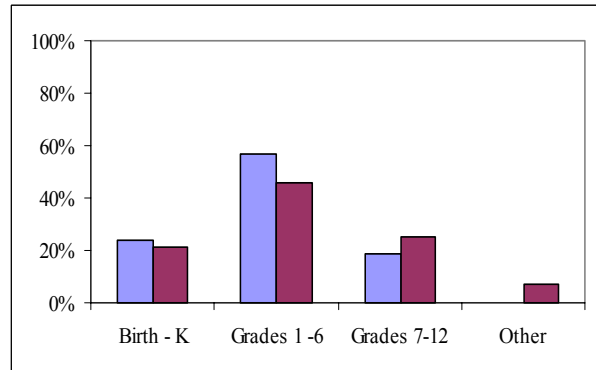
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Utah (3,636) ■ National (645,952)

Summer/Intersession



■ Utah (3,485) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Utah (3,485)	National (767,472)
Males	54%	53%
Females	46%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

UTAH 2001-02

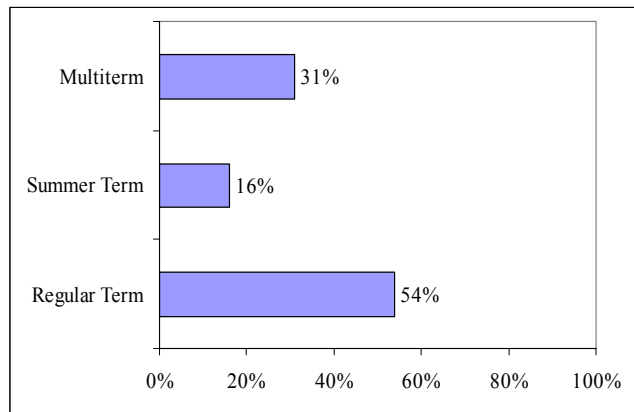
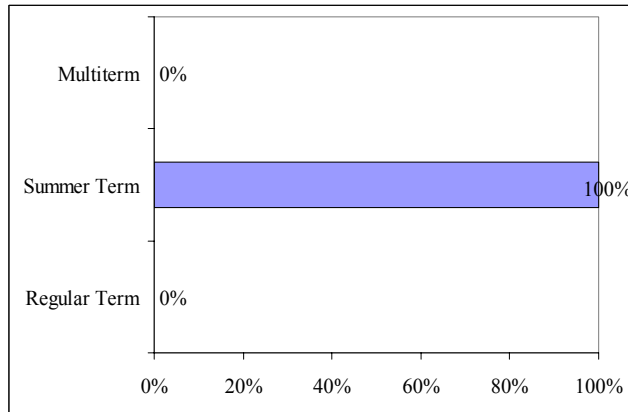
Migrant Students Participating in MEP Services by School Term Type

	Utah		National	
	Regular Term (3,636)	Summer/Intersession (3,485)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	100%	30%	60%
English for LEP Children (ESL)	0%	41%	14%	17%
Mathematics	0%	100%	19%	47%
Science	0%	47%	7%	13%
Social Studies	0%	39%	7%	13%
Vocational/Career	0%	12%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	40%	21%	22%
Social Work, Outreach, or Advocacy	0%	54%	55%	49%
Health, Dental, and Eye Care	0%	86%	14%	22%
Transportation	0%	50%	7%	21%
Other	0%	0%	23%	24%

Utah (25)

MEP-Funded Project Sites

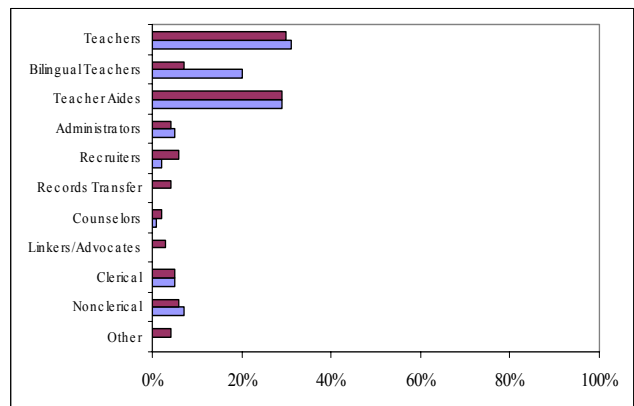
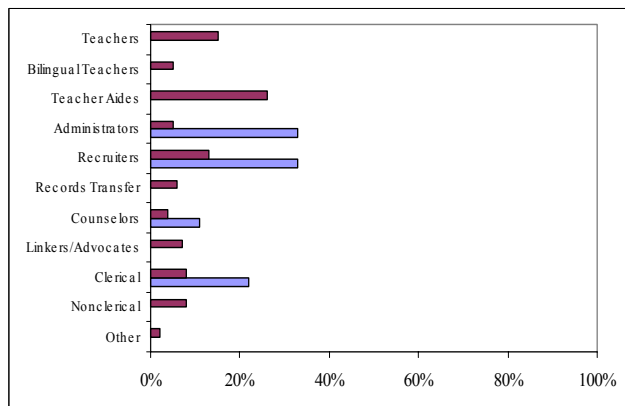
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

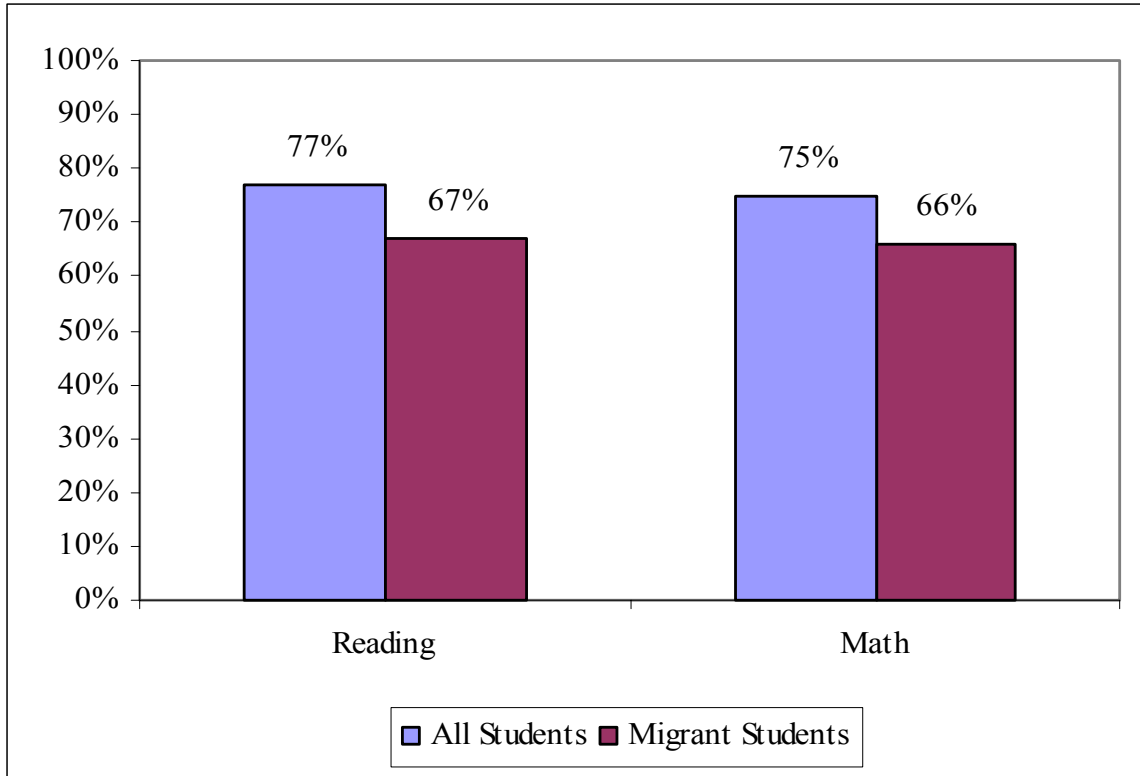
■ Utah Staff (9)

■ National Staff (14,384)

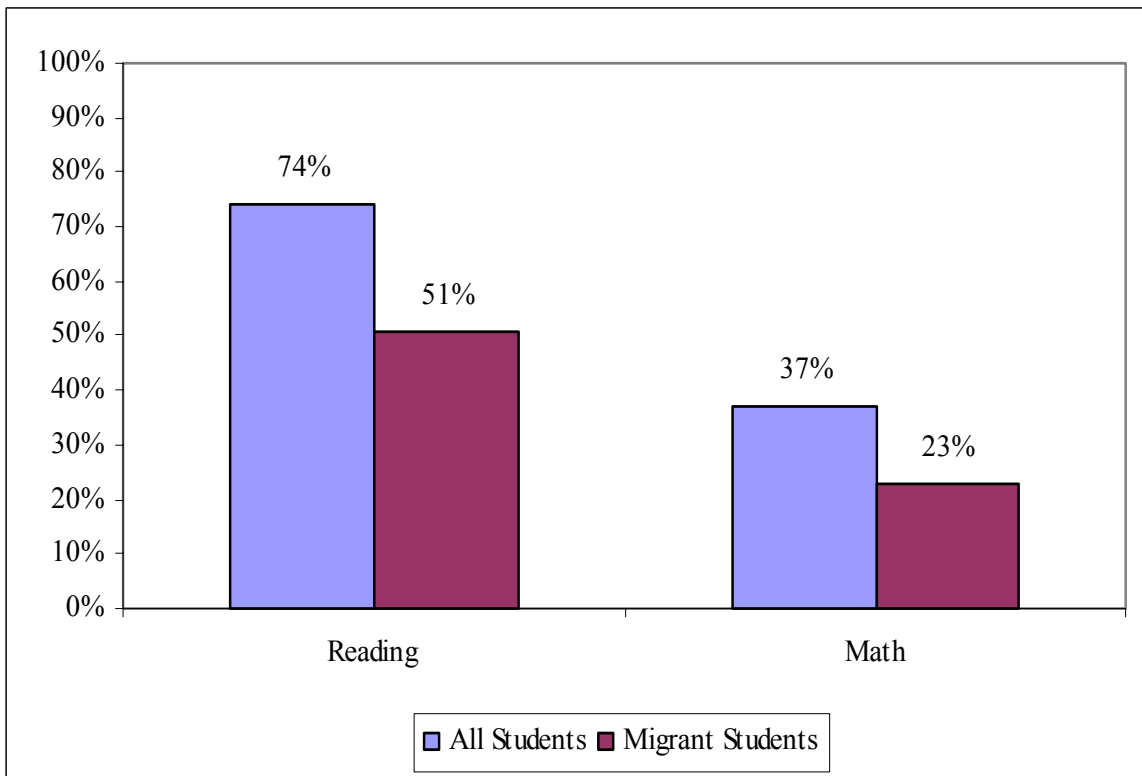
■ Utah Staff (472)

UTAH 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Utah, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Utah, 2002-03



VERMONT 2001-02

State Summary

Vermont has less than 1 percent of all eligible and participating migrant children for at least part of the year. The vast majority of students receiving MEP services are white (95 percent) and only 5 percent are Hispanic, unlike the national average of 89 percent.

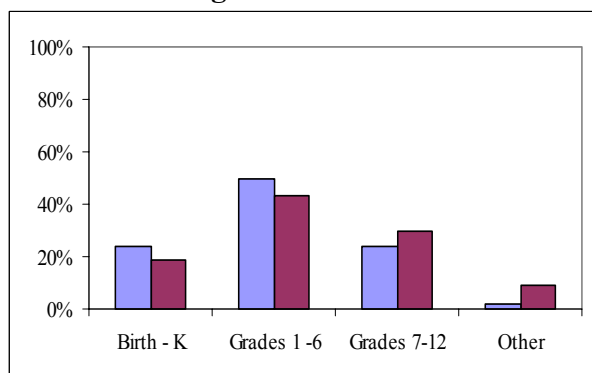
Eighty-two percent of regular-term and 85 percent of summer or intersession term migrant students in Vermont received reading and language arts services. Nationally, the percentages are 30 percent and 60 percent, respectively. Teachers accounted for 59 percent of regular term and 62 percent of summer or intersession staff.

Eligible and Participating Migrant Children

	Trend for Vermont			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	986	1,012	861	872,732
Summer/Intersession	371	368	411	390,747
Participants				
Regular Term	1,038	1,029	546	645,952
Summer/Intersession	391	370	413	405,964

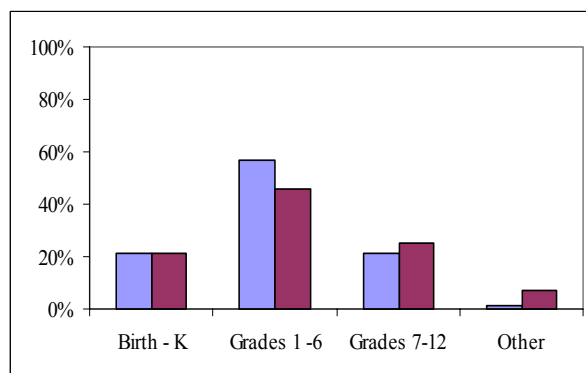
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Vermont (546) ■ National (645,952)

Summer/Intersession



■ Vermont (413) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

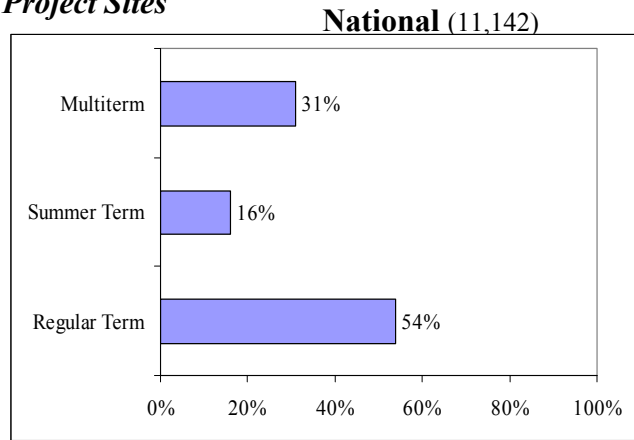
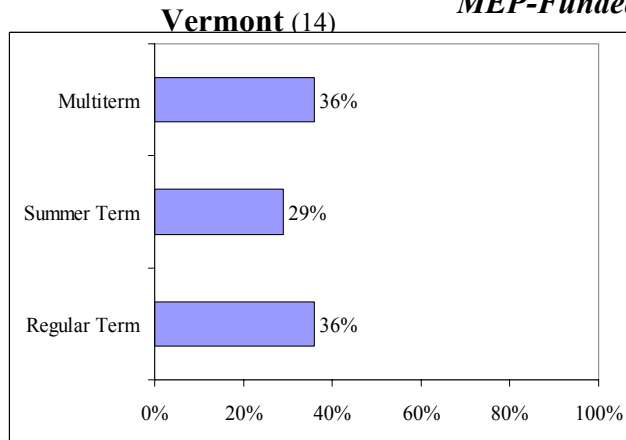
	Vermont (886)	National (767,472)
Males	51%	53%
Females	49%	47%
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	5%	89%
White (not of Hispanic origin)	95%	6%
Other	0%	0%

VERMONT 2001-02

Migrant Students Participating in MEP Services by School Term Type

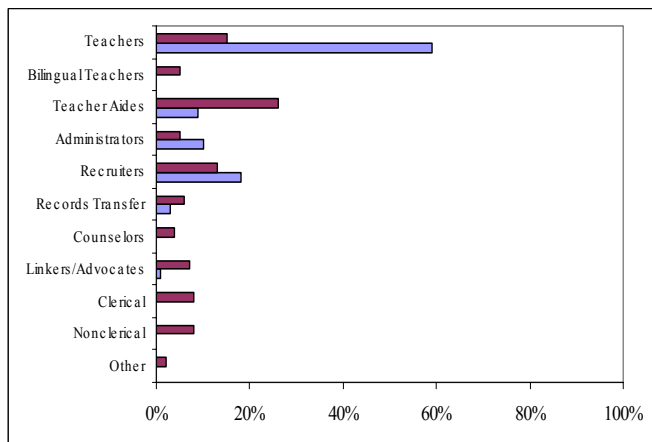
	Vermont		National	
	Regular Term (546)	Summer/Intersession (413)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	82%	85%	30%	60%
English for LEP Children (ESL)	5%	2%	14%	17%
Mathematics	19%	6%	19%	47%
Science	3%	20%	7%	13%
Social Studies	5%	2%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	11%	14%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	81%	23%	21%	22%
Social Work, Outreach, or Advocacy	4%	4%	55%	49%
Health, Dental, and Eye Care	0%	0%	14%	22%
Transportation	4%	1%	7%	21%
Other	16%	7%	23%	24%

MEP-Funded Project Sites

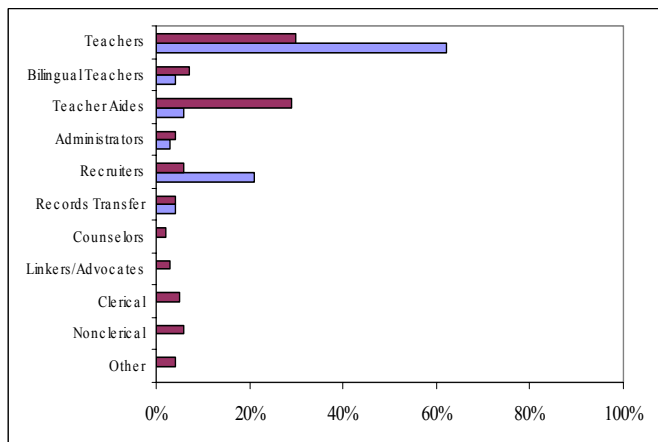


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

■ Vermont Staff (15)

■ National Staff (14,384)

■ Vermont Staff (13)

VERMONT 2002-03

**Vermont provided information in an alternative format, which did not include student proficiency percentages.*

**Vermont provided information in an alternative format, which did not include student proficiency percentages.*

VIRGINIA 2001-02

State Summary

Virginia has less than 1 percent of all eligible migrant children for at least part of the year. Twenty-seven percent in the regular term and 31 percent of Virginia's migrant student population are in "other" (e.g. out-of-school or ungraded) programs. Nationally, 9 percent of regular-term participants and 7 percent of summer or intersession-term participants were in other programs. Virginia's migrant student population is overwhelmingly Hispanic (99 percent) and many more are male (61 percent) than female (39 percent). Nationally, 53 percent are male and 47 are female.

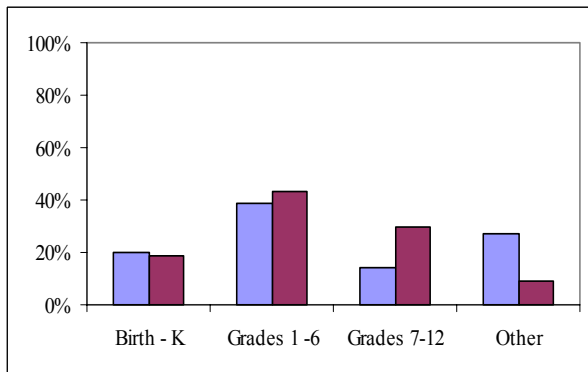
Many of the migrant children in Virginia participate in reading or language arts (31 percent) and ESL (26 percent) instructional services during the regular term. Nationally, 30 percent get help in reading or language arts and 14 percent get help in English (ESL).

Eligible and Participating Migrant Children

	Trend for Virginia			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	2,822	2,097	2,376	872,732
Summer/Intersession	1,186	1,426	1,632	390,747
Participants				
Regular Term	1,409	1,200	2,150	645,952
Summer/Intersession	1,449	1,566	1,809	405,964

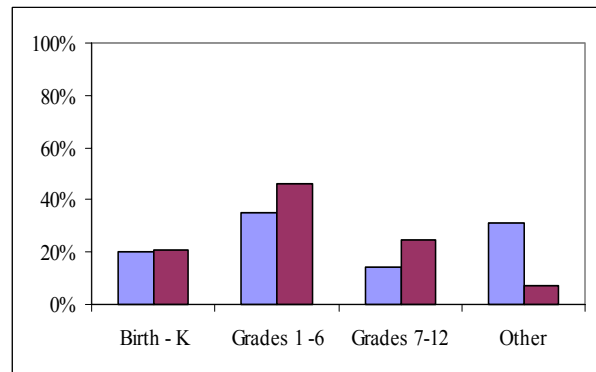
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Virginia (2,150) ■ National (645,952)

Summer/Intersession



■ Virginia (1,809) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

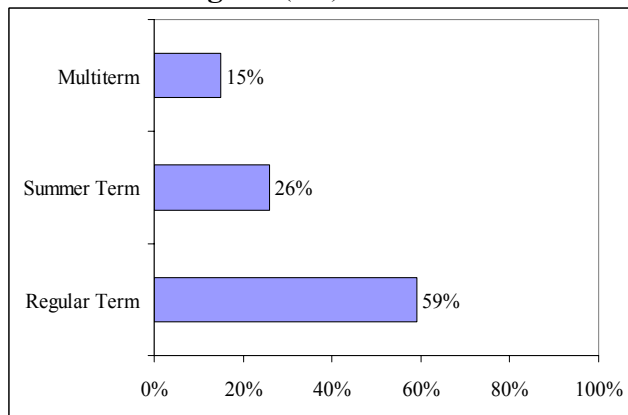
	Virginia (2,501)	National (767,472)
Males	61%	53%
Females	39%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	1%	2%
Hispanic	99%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

VIRGINIA 2001-02

Migrant Students Participating in MEP Services by School Term Type

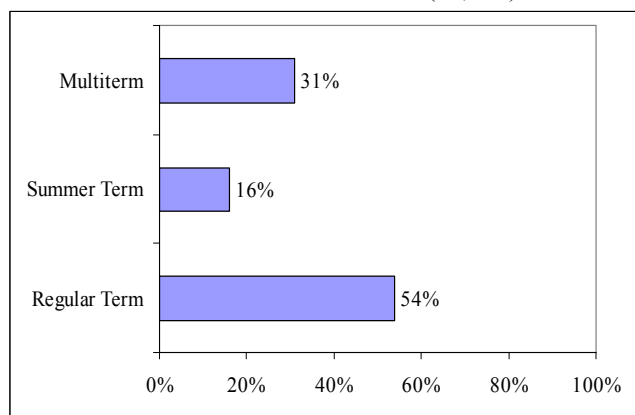
	Virginia		National	
	Regular Term (2,150)	Summer/Intersession (1,809)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	31%	25%	30%	60%
English for LEP Children (ESL)	26%	27%	14%	17%
Mathematics	24%	22%	19%	47%
Science	11%	21%	7%	13%
Social Studies	12%	21%	7%	13%
Vocational/Career	1%	0%	4%	6%
Other	18%	21%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	30%	15%	21%	22%
Social Work, Outreach, or Advocacy	59%	69%	55%	49%
Health, Dental, and Eye Care	31%	17%	14%	22%
Transportation	31%	28%	7%	21%
Other	41%	42%	23%	24%

Virginia (137)



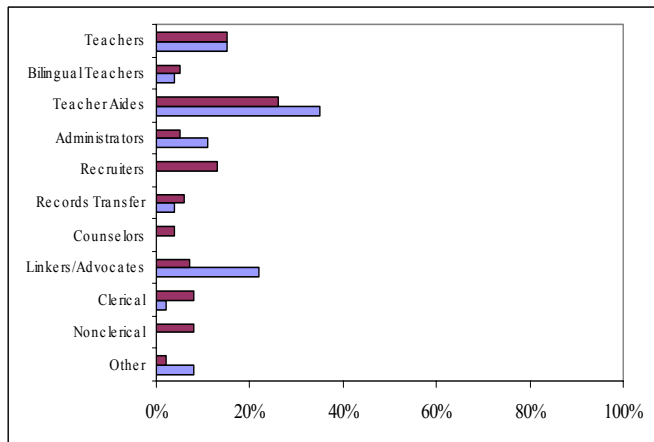
MEP-Funded Project Sites

National (11,142)

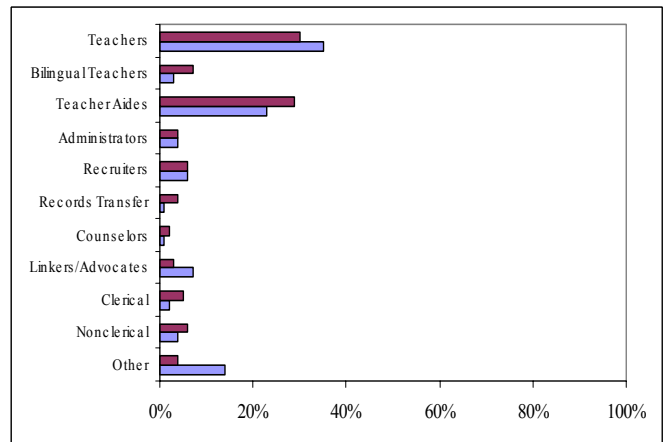


Percent of MEP-Funded FTE Staffs by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

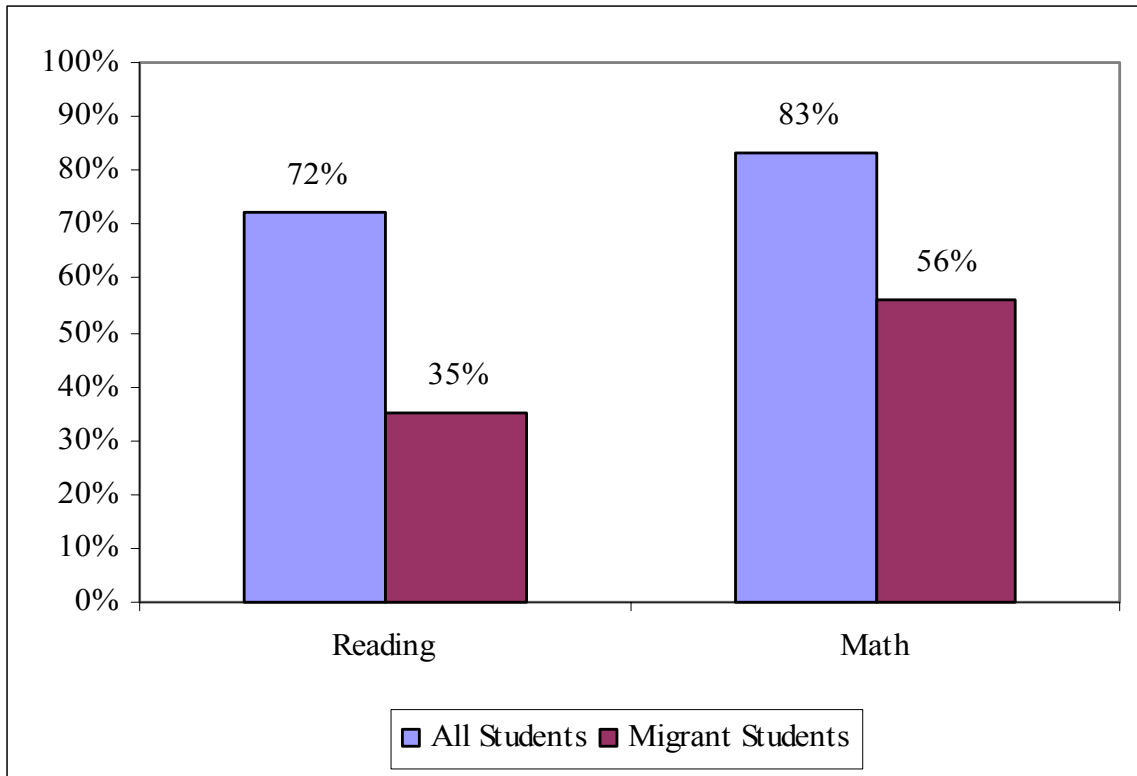
■ Virginia Staff (25)

■ National Staff (14,384)

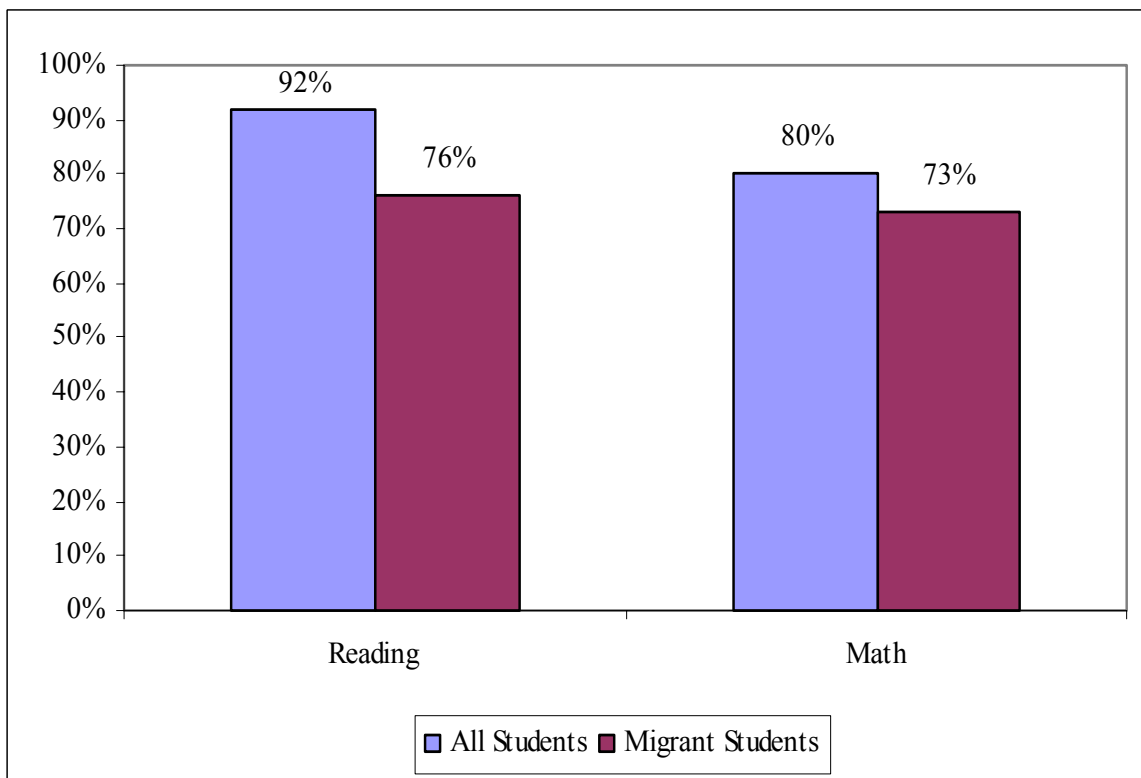
■ Virginia Staff (74)

VIRGINIA 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Virginia, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Virginia, 2002-03



WASHINGTON 2001-02

State Summary

Washington has 4 percent of all eligible migrant students for at least part of the year. Fifty-seven percent of regular-term students were in the elementary grades and 33 percent were in secondary school. The majority of the migrant student population was made up of Hispanic students (97 percent). Nationally, 89 percent are of Hispanic origin.

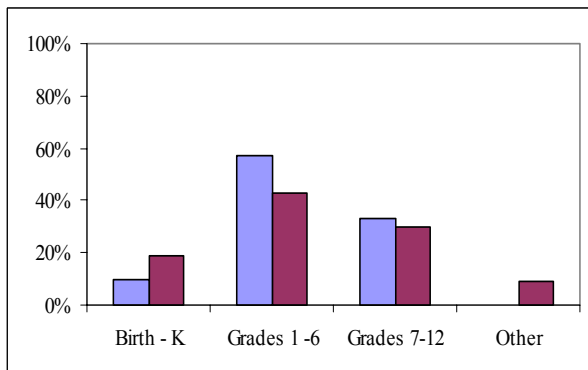
During the regular term, 22 percent of migrant students participated in reading and language arts services and all students in the summer or intersession term participated in reading or language arts programs. Teachers (25 percent) and teacher aides (41 percent) were the majority of staffing during the regular term. Nationally, teachers accounted for 15 percent of FTE units and teacher aides accounted for 26 percent during the regular term.

Eligible and Participating Migrant Children

	Trend for Washington			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	37,567	40,506	40,904	872,732
Summer/Intersession	6,597	6,048	6,141	390,747
Participants				
Regular Term	16,689	20,798	23,975	645,952
Summer/Intersession	6,805	6,237	6,533	405,964

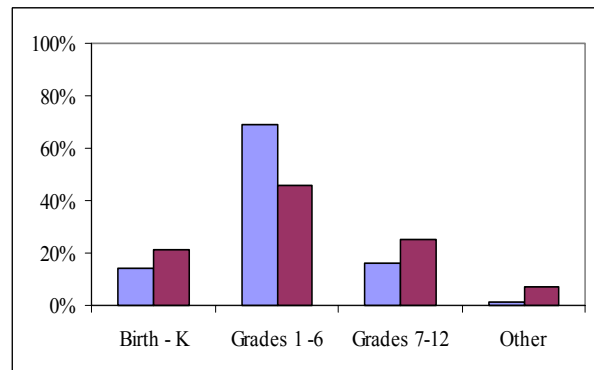
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



Washington (23,975) National (645,952)

Summer/Intersession



Washington (6,533) National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

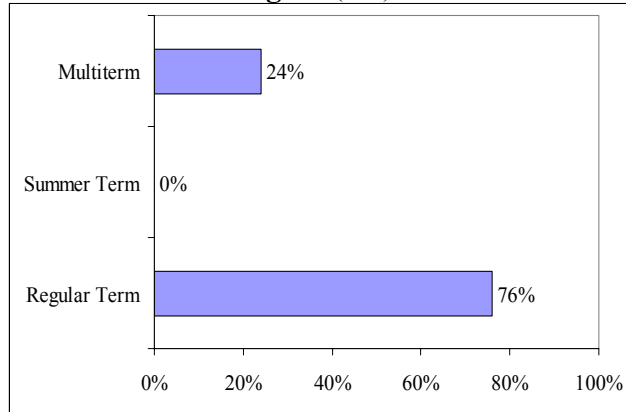
	Washington (29,164)	National (767,472)
Males	52%	53%
Females	48%	47%
Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	97%	89%
White (not of Hispanic origin)	1%	6%
Other	0%	0%

WASHINGTON 2001-02

Migrant Students Participating in MEP Services by School Term Type

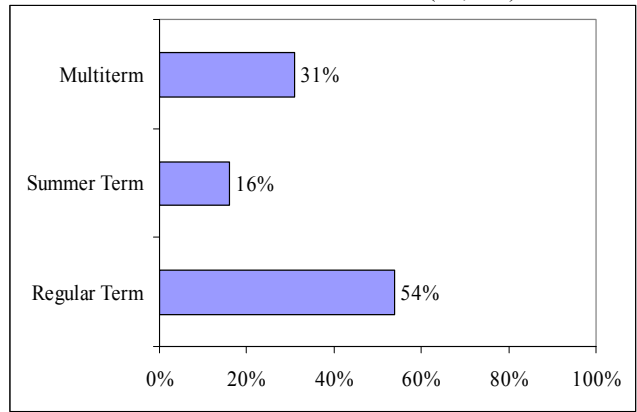
	Washington		National	
	Regular Term (23,975)	Summer/Intersession (6,533)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	22%	100%	30%	60%
English for LEP Children (ESL)	3%	18%	14%	17%
Mathematics	5%	51%	19%	47%
Science	0%	9%	7%	13%
Social Studies	1%	8%	7%	13%
Vocational/Career	0%	2%	4%	6%
Other	14%	65%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	8%	5%	21%	22%
Social Work, Outreach, or Advocacy	1%	0%	55%	49%
Health, Dental, and Eye Care	11%	9%	14%	22%
Transportation	1%	14%	7%	21%
Other	0%	7%	23%	24%

Washington (799)



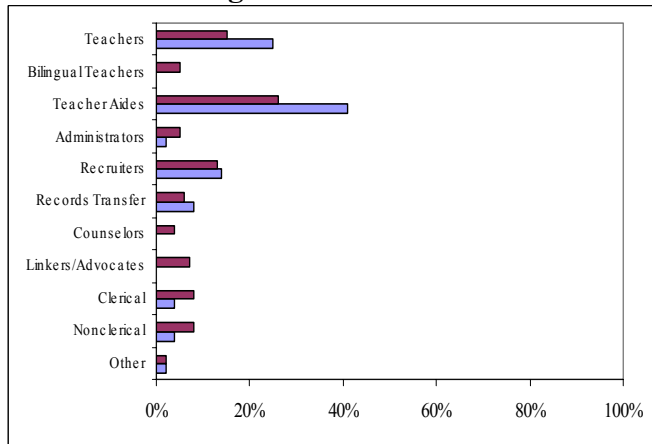
MEP-Funded Project Sites

National (11,142)

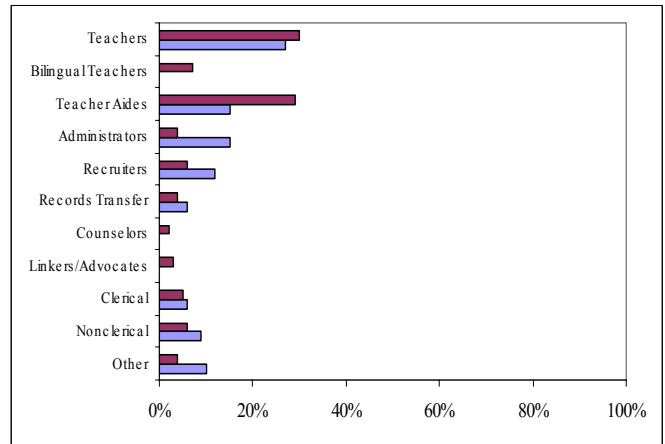


MEP-Funded FTE Staff by Term

Regular Term



Summer/Intersession Term



■ National Staff (9,422)

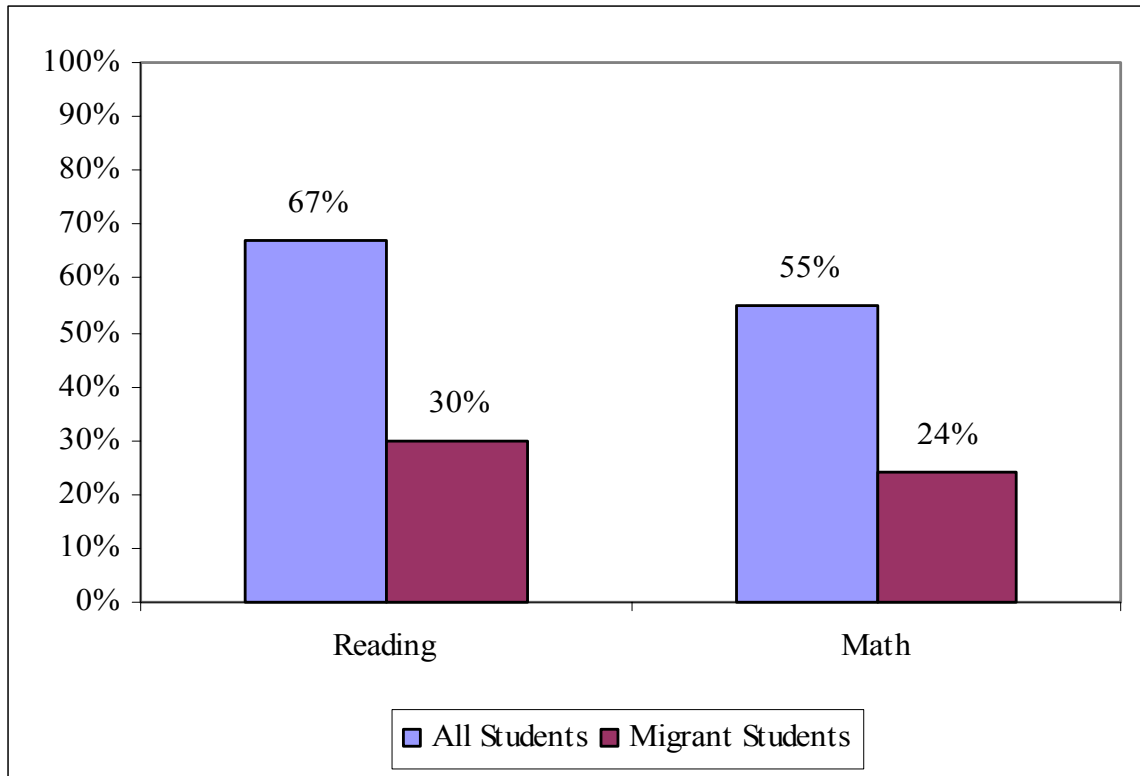
■ Washington Staff (169)

■ National Staff (14,384)

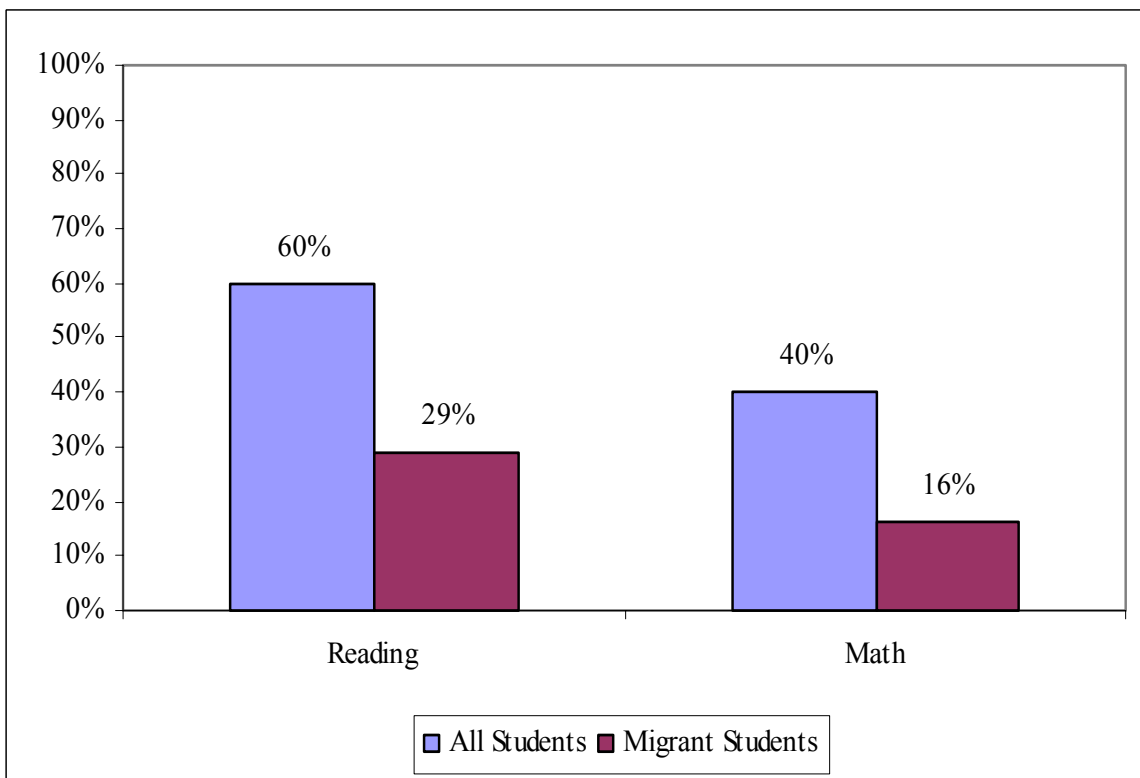
■ Washington Staff (65)

WASHINGTON 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Washington, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Washington, 2002-03



WEST VIRGINIA 2001-02

State Summary

West Virginia has less than 1 percent of all eligible and participating migrant students for at least part of the year. The student population was made up of Hispanic (87 percent) and white (13 percent) students. Nationally, 6 percent of the migrant student population is categorized as white.

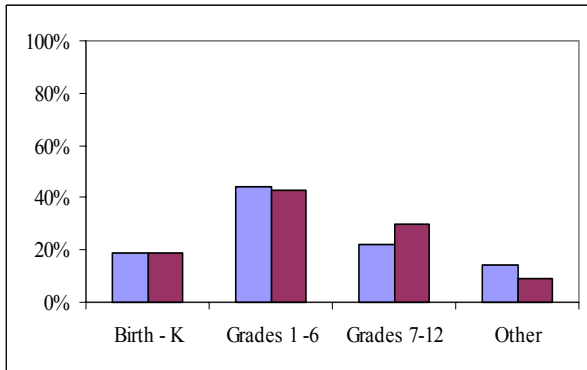
During the summer or intersession term, all students (100 percent) participated in reading or language arts, mathematics, and science services. Nationally, 60 percent received reading or language arts assistance, 47 percent in mathematics and 13 percent in science. During the regular term, 100 percent of staffing time was used by recruiters, compared with 13 percent nationally.

Eligible and Participating Migrant Children

	Trend for West Virginia			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	322	206	206	872,732
Summer/Intersession	93	62	62	390,747
Participants				
Regular Term	211	206	206	645,952
Summer/Intersession	114	62	62	405,964

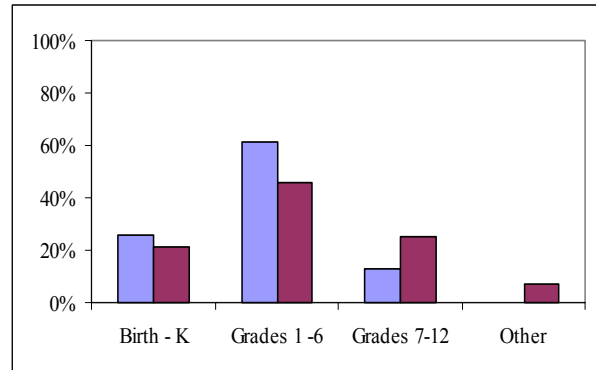
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ West Virginia (206) ■ National (645,952)

Summer/Intersession



■ West Virginia (62) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

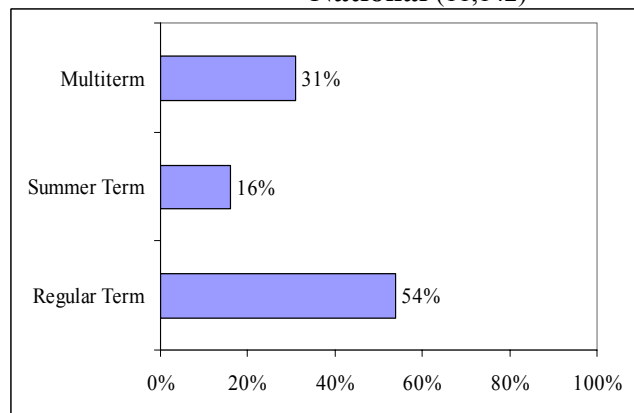
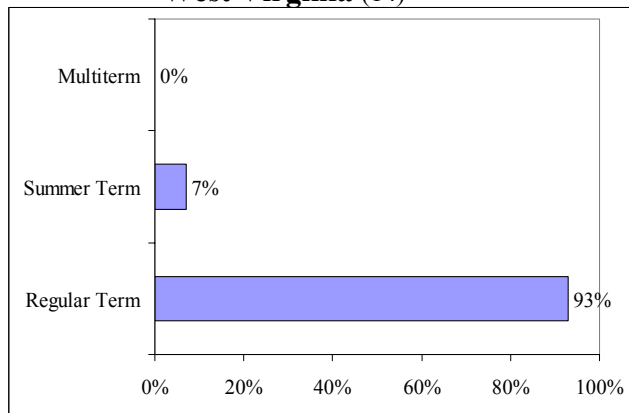
	West Virginia (268)	National (767,472)
Males	63%	53%
Females	37%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	87%	89%
White (not of Hispanic origin)	13%	6%
Other	0%	0%

WEST VIRGINIA 2001-02

Migrant Students Participating in MEP Services by School Term Type

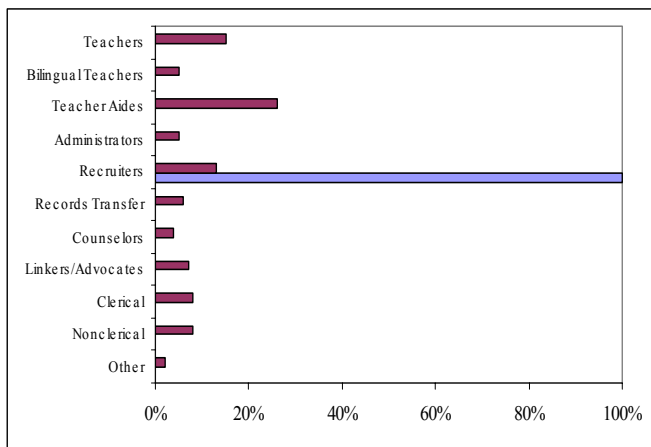
	West Virginia		National	
	Regular Term (206)	Summer/Interession (62)	Regular Term (645,952)	Summer/Interession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	0%	100%	30%	60%
English for LEP Children (ESL)	9%	58%	14%	17%
Mathematics	0%	100%	19%	47%
Science	0%	100%	7%	13%
Social Studies	0%	100%	7%	13%
Vocational/Career	0%	0%	4%	6%
Other	0%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	100%	100%	55%	49%
Health, Dental, and Eye Care	0%	100%	14%	22%
Transportation	69%	100%	7%	21%
Other	0%	100%	23%	24%

MEP-Funded Project Sites

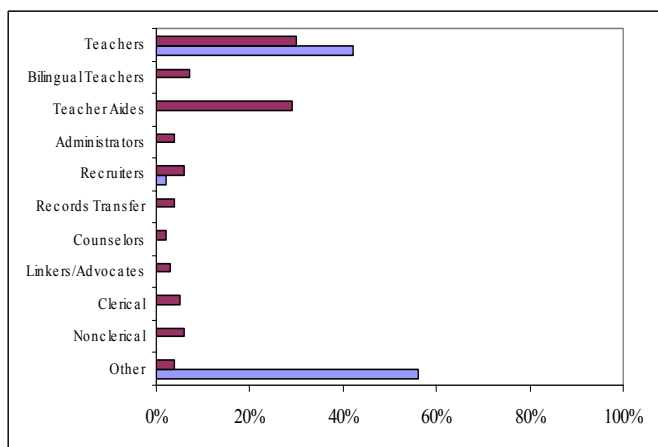


MEP-Funded FTE Staff by Term

Regular Term



Summer/Interession Term



■ National (9,422)

■ West Virginia (1)

■ National (14,384)

■ West Virginia (7)

WEST VIRGINIA 2002-03

**West Virginia provided information in an alternative format, which did not include student proficiency percentages.*

**West Virginia provided information in an alternative format, which did not include student proficiency percentages.*

WISCONSIN 2001-02

State Summary

Wisconsin has less than 1 percent of all the eligible and participating migrant students for at least part of the year. The student population was mostly Hispanic (98 percent). The national percentage is 89 percent.

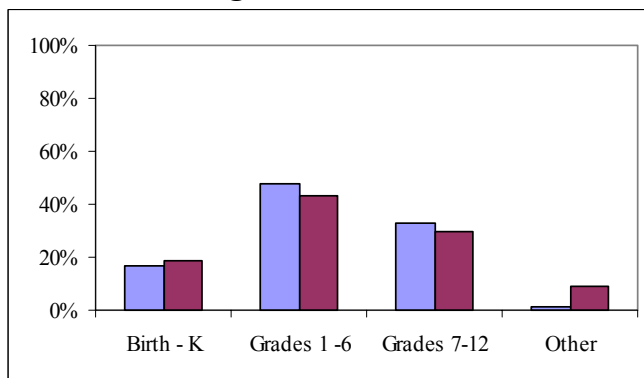
Eighty-seven percent of migrant students received social work type services during the regular term. Nationally, 55 percent of migrant students received this type of service during the regular term. During the summer or intersession, Wisconsin and the nation shared the same percentage of student participation (49 percent) for social work type services. Teachers accounted for a greater percentage of staffing than teachers did at the national level during the regular term (21 percent versus 15 percent).

Eligible and Participating Migrant Children

	Trend for Wisconsin			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	1,813	1,830	1,828	872,732
Summer/Intersession	450	407	384	390,747
Participants				
Regular Term	513	972	1,150	645,952
Summer/Intersession	450	416	396	405,964

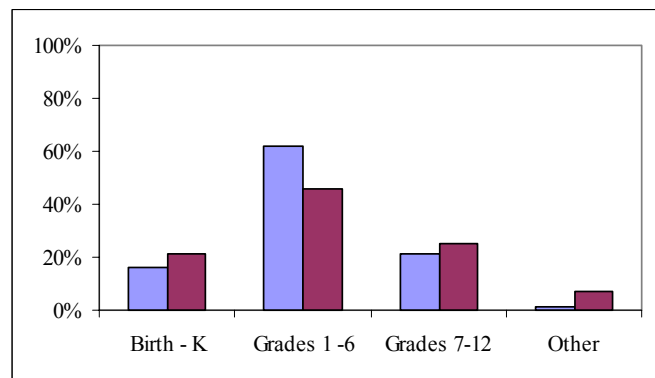
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Wisconsin (1,150) ■ National (645,952)

Summer/Intersession



■ Wisconsin (396) ■ National (405,964)

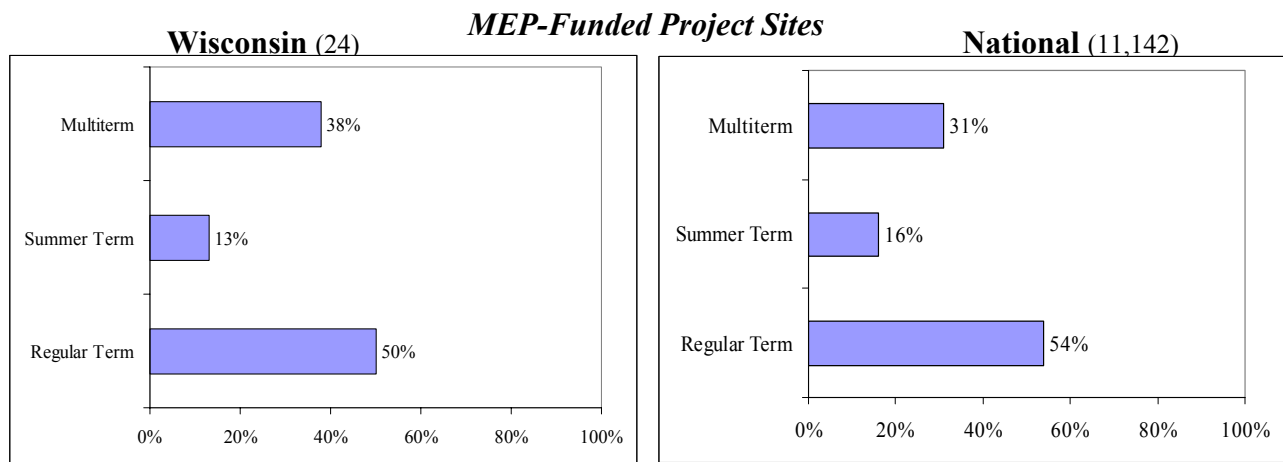
Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Wisconsin (1,150)	National (767,472)
Males	54%	53%
Females	46%	47%
Ethnicity		
American Indian/Alaskan Native	0%	1%
Asian/Pacific Islander	0%	2%
Black (not of Hispanic origin)	2%	2%
Hispanic	98%	89%
White (not of Hispanic origin)	0%	6%
Other	0%	0%

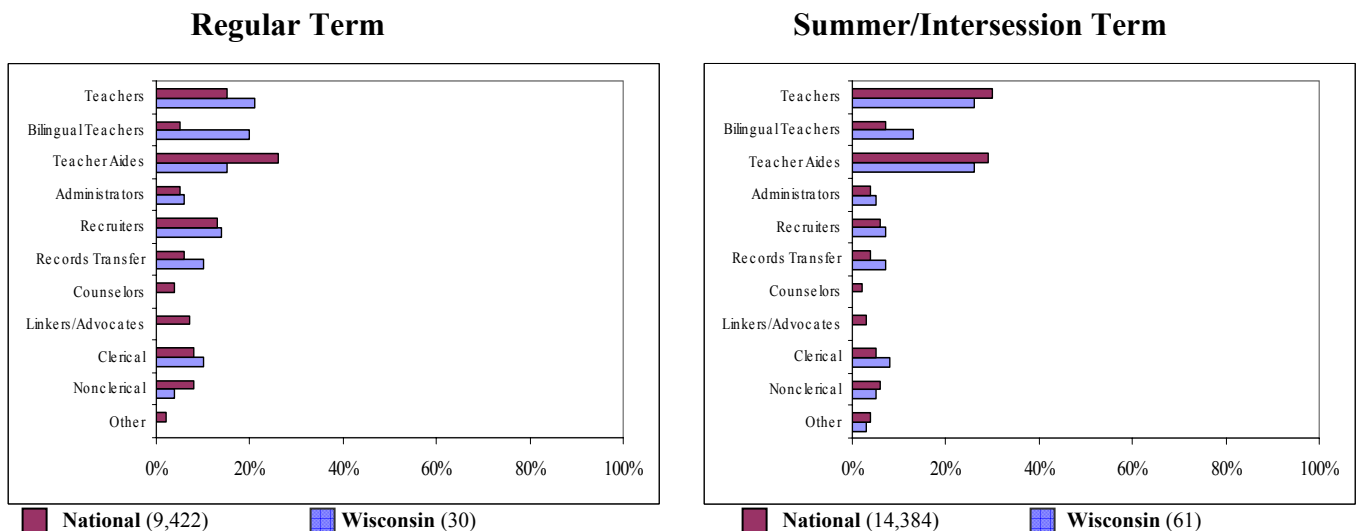
WISCONSIN 2001-02

Migrant Students Participating in MEP Services by School Term Type

	Wisconsin		National	
	Regular Term (1,150)	Summer/Intersession (396)	Regular Term (645,952)	Summer/Intersession (405,964)
<i>Instructional Services</i>				
Reading/Language Arts	30%	54%	30%	60%
English for LEP Children (ESL)	24%	27%	14%	17%
Mathematics	23%	54%	19%	47%
Science	9%	38%	7%	13%
Social Studies	9%	39%	7%	13%
Vocational/Career	1%	3%	4%	6%
Other	15%	0%	18%	32%
<i>Support Services</i>				
Supporting Guidance/Advocacy	51%	22%	21%	22%
Social Work, Outreach, or Advocacy	87%	49%	55%	49%
Health, Dental, and Eye Care	1%	1%	14%	22%
Transportation	6%	48%	7%	21%
Other	1%	13%	23%	24%

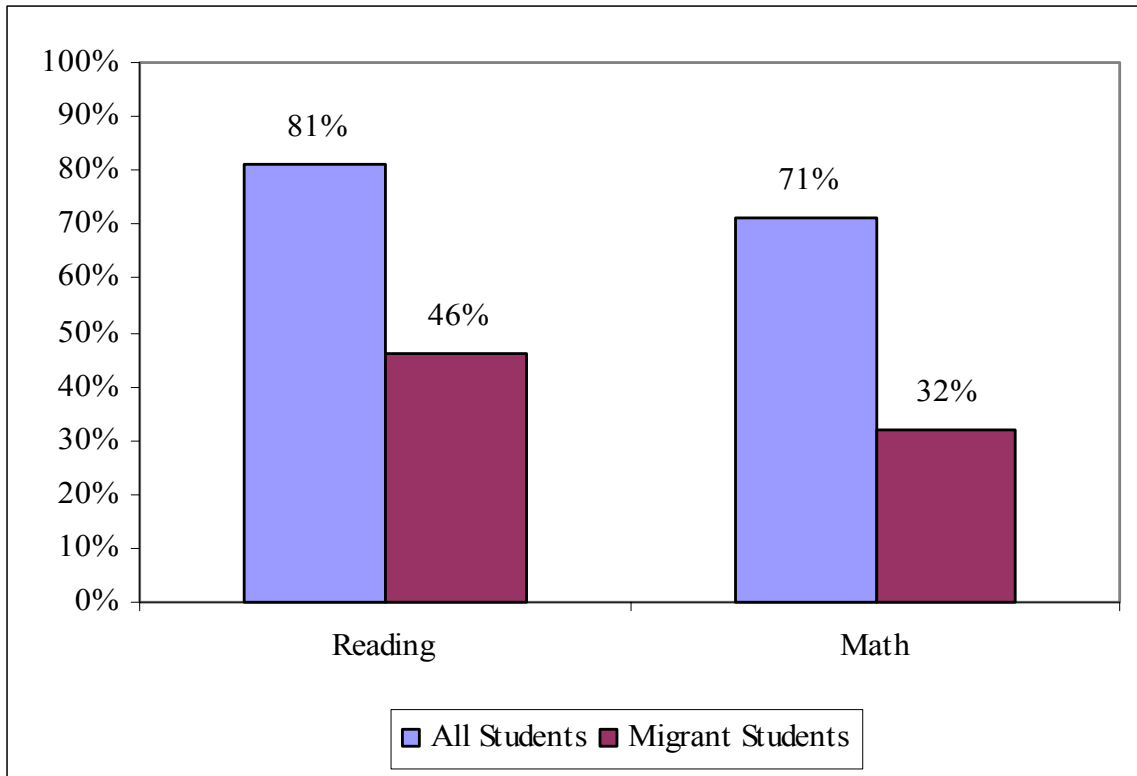


Percent of MEP-Funded FTE Staffs by Term

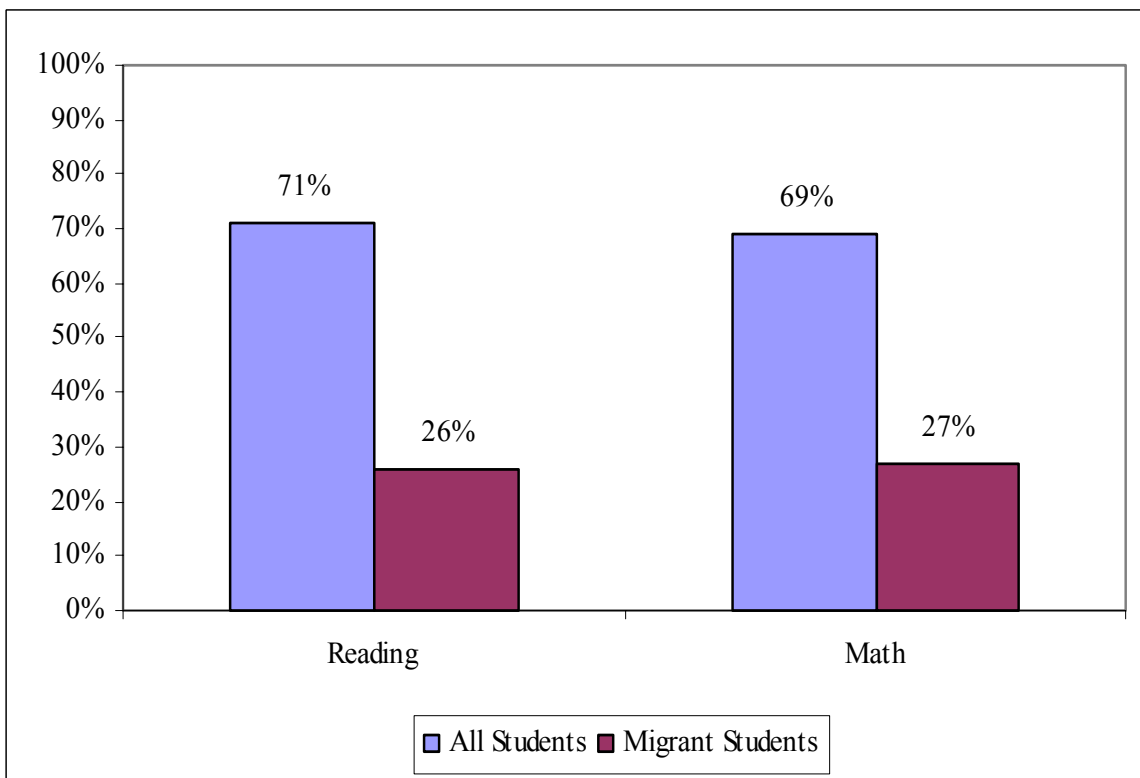


WISCONSIN 2002-03

Percent of Third-Grade Students Scoring At or Above Proficient in Wisconsin, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Wisconsin, 2002-03



WYOMING 2001-02

State Summary

Wyoming has less than 1 percent of all the eligible migrant students for at least part of the year. Wyoming's MEP-funded programs were active only during the summer or intersession term.

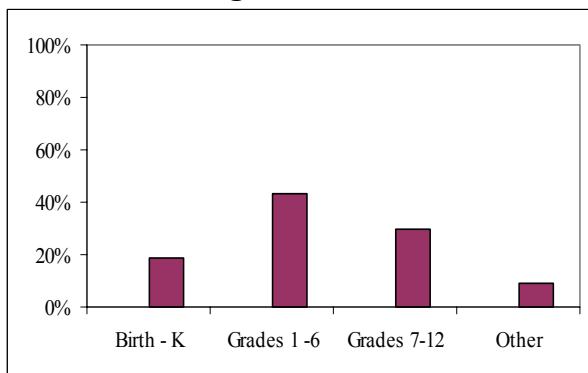
The migrant student population was 76 percent Hispanic, compared with the nation at 89 percent. During the program's period of operation, 45 percent of the students participated in reading or language arts, 30 percent participated in ESL services, and 44 percent received mathematics services. Nationally, 60 percent received reading or language arts assistance, 17 percent in ESL, and 47 percent in mathematics. During the summer or intersession-term, teachers accounted for 22 percent of staffing in Wyoming and 30 percent nationally.

Eligible and Participating Migrant Children

	Trend for Wyoming			National
	1999-2000	2000-01	2001-02	2001-02
Eligible				
12-Month Count	705	573	613	872,732
Summer/Intersession	498	423	512	390,747
Participants				
Regular Term	0	4	0	645,952
Summer/Intersession	498	432	523	405,964

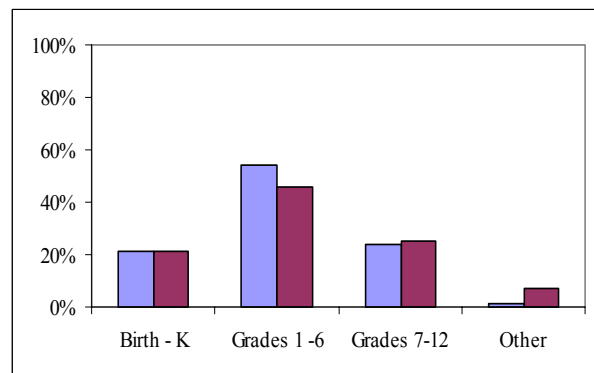
Migrant Children in MEP-Funded Programs by Grade or Age Group

Regular Term



■ Wyoming (0) ■ National (645,952)

Summer/Intersession



■ Wyoming (523) ■ National (405,964)

Gender and Ethnicity of Migrant Students in MEP-Funded Programs

	Wyoming (523)	National (767,472)
Males	53%	53%
Females	41%	47%
Ethnicity		
American Indian/Alaskan Native	6%	1%
Asian/Pacific Islander	1%	2%
Black (not of Hispanic origin)	0%	2%
Hispanic	76%	89%
White (not of Hispanic origin)	8%	6%
Other	9%	0%

WYOMING 2001-02

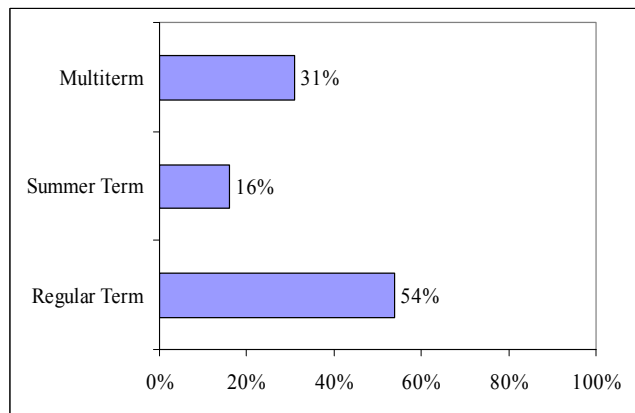
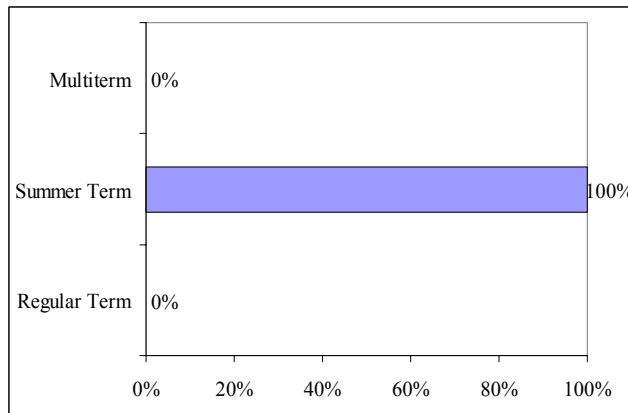
Migrant Students Participating in MEP Services by School Term Type

	Wyoming		National	
	Regular Term (0)	Summer/Intersession (523)	Regular Term (645,952)	Summer/Intersession (405,964)
Instructional Services				
Reading/Language Arts	0%	45%	30%	60%
English for LEP Children (ESL)	0%	30%	14%	17%
Mathematics	0%	44%	19%	47%
Science	0%	23%	7%	13%
Social Studies	0%	23%	7%	13%
Vocational/Career	0%	10%	4%	6%
Other	0%	35%	18%	32%
Support Services				
Supporting Guidance/Advocacy	0%	0%	21%	22%
Social Work, Outreach, or Advocacy	0%	11%	55%	49%
Health, Dental, and Eye Care	0%	30%	14%	22%
Transportation	0%	30%	7%	21%
Other	0%	17%	23%	24%

Wyoming (1)

MEP-Funded Project Sites

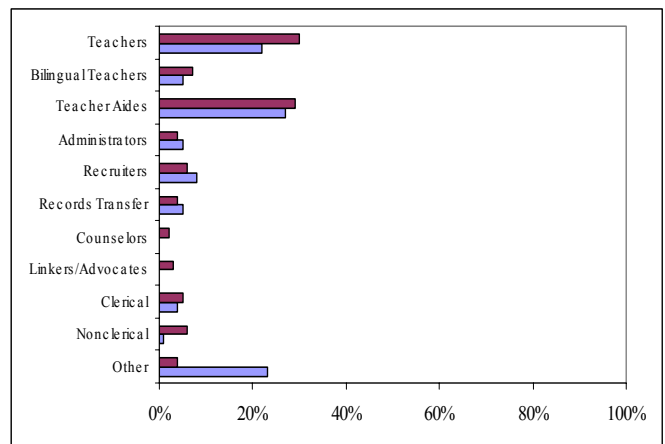
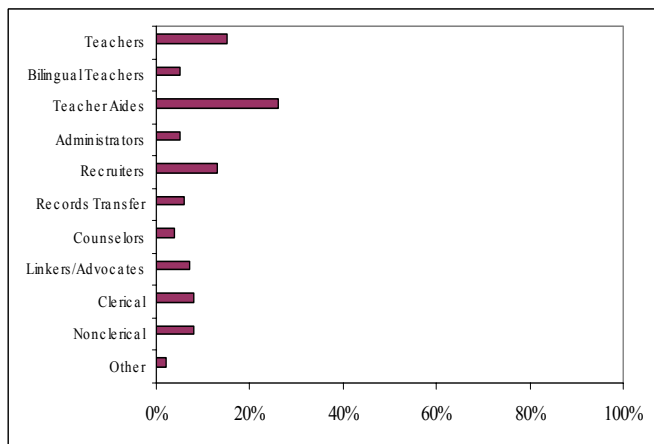
National (11,142)



MEP-Funded FTE Staff by Term

Regular Term

Summer/Intersession Term



■ National Staff (9,422)

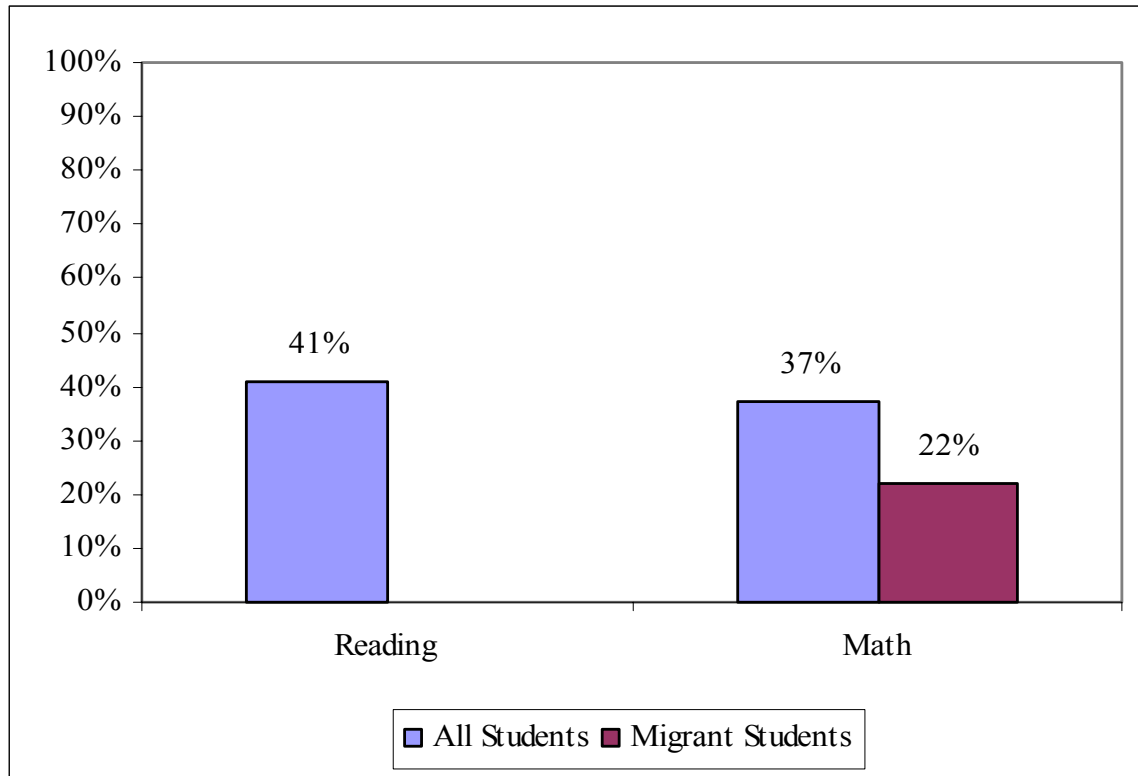
■ Wyoming Staff (0)

■ National Staff (14,384)

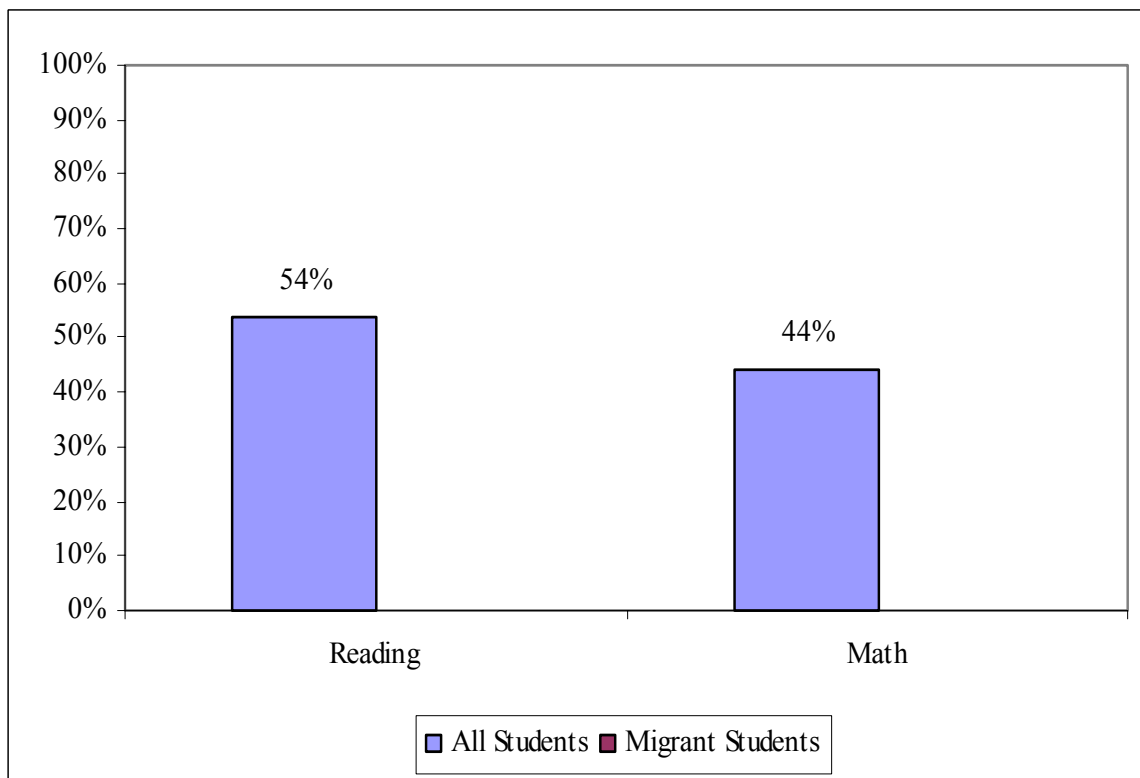
■ Wyoming Staff (78)

WYOMING 2002-03

Percent of Fourth-Grade Students Scoring At or Above Proficient in Wyoming, 2002-03



Percent of 10th-Grade Students Scoring At or Above Proficient in Wyoming, 2002-03



2001-02 Consolidated Reporting Form

Table C-1 Title I School and Local Education Agency (LEA) Accountability Information				
	(1) Total number	(2) Number meeting state criteria for adequate yearly progress	(3) Number identified for school or LEA improvement	(4) Number identified as distinguished schools
Title I LEAs				
Title I, Part A, Schools by Type of Program—TAS or SWP				
Title I targeted assistance schools				
Title I schoolwide programs				
Title I, Part A, Schools by Poverty Level—TAS and SWP				
Poverty Level: 0-34%				
Poverty Level: 35-49%				
Poverty Level: 50-74%				
Poverty Level: 75-100				

Table C-2				
Student Participation in Title I, Parts A and C				
Student Participation	Title I, Part A		Title I, Part C	
	Total Number of Students served in <i>targeted assistance schools (TAS)</i>	Total number of students attending a <i>schoolwide program (SWP)</i>	Number of Migrant Students Attending a <i>Schoolwide Program</i> in which MEP Funds are Combined with Others	Number of <i>Migrant Students</i> Served with MEP Funds in Other than a <i>Schoolwide Program</i>
By Gender				
Male				
Female				
By Special Services or Programs				
<i>Students with Disabilities</i>				
Limited English Proficiency				
<i>Homeless</i>				
<i>Migrant Students</i>				
By Racial/Ethnic Group				
Amer. Indian/Alaskan Native				
Asian/Pacific Islander				
Black (not of Hispanic origin)				
Hispanic				
White (not of Hispanic origin)				
Other:				

Table C-3 Schoolwide Programs Serving Students Eligible for the Migrant Education Programs		
	Number of <i>schoolwide</i> programs that serve <i>migrant students</i>	Number of <i>schoolwide</i> programs that combine MEP funds
Number of <i>Schoolwide</i> Program Sites (<i>regular-term</i> <u>and</u> <i>summer/intersession-term</i>)		

Table C-4 Participation in Title I by Type of Service					
Program	Title I, Part A		Title I, Part C		Title I, Pt. D
	Public <i>TAS</i>	Non-Public	Regular-Term	Summer/ <i>Intersession</i>	Sub-part Level 2 Programs
	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students
Instructional Services					
Reading /Language Arts					
English for LEP children (ESL)					
Mathematics					
Science					
Social Studies					
Vocational/Career					
Other (specify):					
Support Services					
Supporting <i>Guidance /</i> <i>Advocacy</i> ¹					
Prevention Education					
Social Work, Outreach or <i>Advocacy</i>					
Health, Dental and Eye Care					
Transportation					
Other (specify):					

Table C-5 Participation in Title I, Parts A and C, by Grade							
	Title I, Part A					Title I, Part C	
	Public TAS	Public SWP	Private	Local Neglected	LEP	Regular Term	Summer/ Intersession
Ages 0-2							
Ages 3-5							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
Ungraded							
Out-of-school							
TOTALS							

Table C-6 Participation in Title I, Part C, under Certain Special Provisions			
	Regular-Term	Summer/ Intersession	Total served (undup)
Count of students served who have a priority for services under Section 1304(d) of the ESEA (those whose schooling has been interrupted and who are failing or at risk of failing to meet state standards)			
Count of students whose eligibility ended prior to the beginning of the performance period, but for whom services were continued as allowed under Section 1304(e)(2) and (3) of the ESEA			

Table C-7	
Title I, Part C, Count of Children Eligible for Funding Purposes	
	Number of Students
12-Month Count of Students Eligible for Funding Purposes:	
Summer/Intersession-term Count of Participants Eligible for Funding Purposes:	

Table C-12			
Staff Information for Title I, Parts A and C			
Job Classification	Title I <i>TAS</i> FTE 1 FTE = ___ days	Title I, Part C (Migrant)	
		<i>Regular-Term</i> FTE 1 FTE = ____ days	Summer/ Intersession FTE 1 FTE = _____ days
<i>Administrators</i> (non-clerical)			
Teachers			
Bilingual Teachers (ESL)			
Teacher Aides			
Staff providing support services (non-clerical)			
Staff providing support services (clerical)			
Recruiters			
Records transfer			
Counselors			
Linker/Advocates			
Other (specify)			

**Table C-13
Special Program Project Sites Supported with
Title I, Part A, and Title I, Part C, Funds**

Project Sites	Title I, Part A	Title I, Part C
Extended-Time Instructional Programs		
<i>Regular-Term</i> Only Project Sites		
<i>Regular-Term</i> Extended-Time Project Sites		
Summer/ <i>Intersession-Term</i> Only Project Sites		
Multiterm Projects		
LEAs Providing Family Literacy Services		
Total Projects		



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